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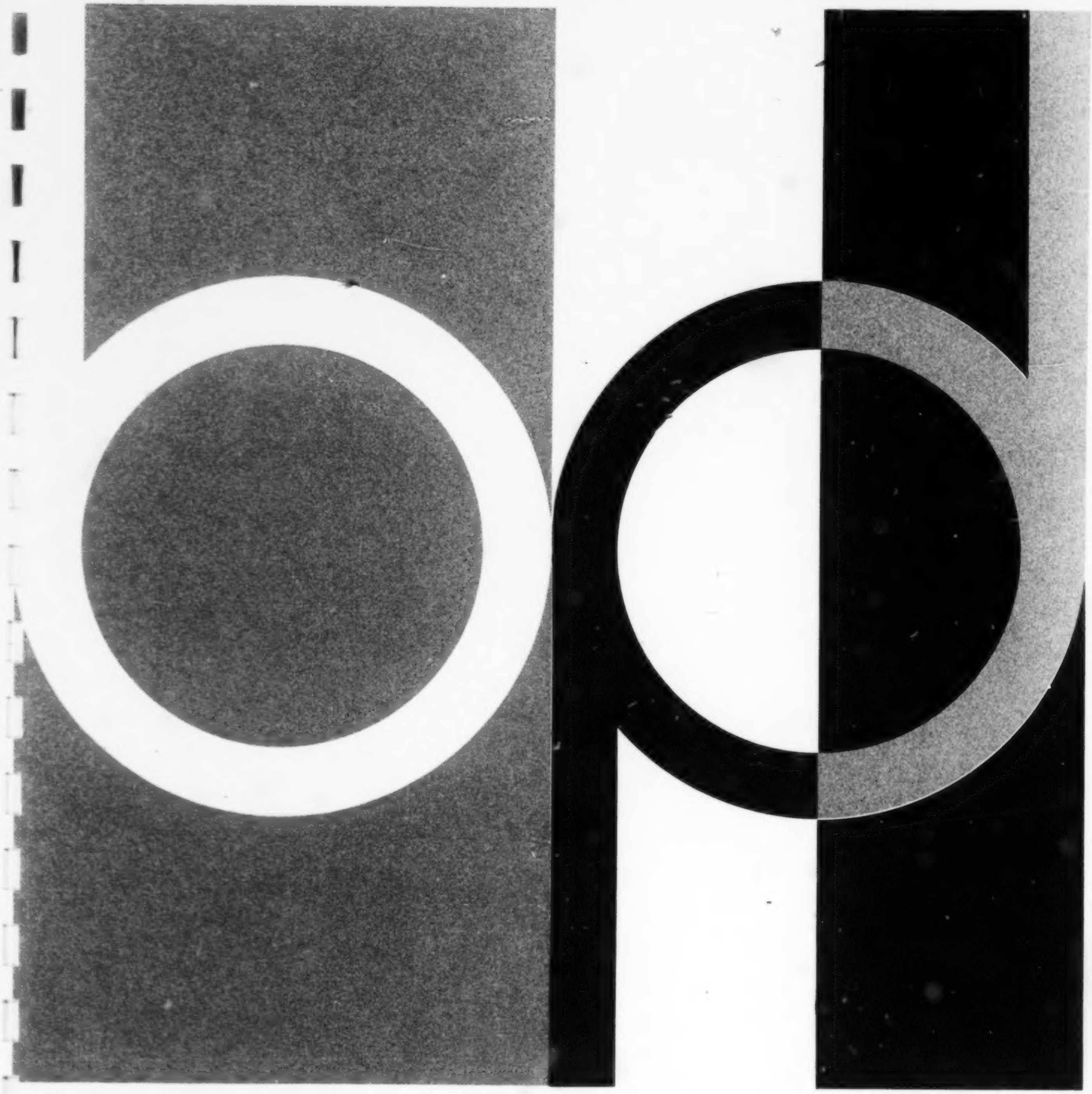
ABSTRACT

An evaluation of the "Inside/Out" television series on health education includes a list of participating classrooms; summary statistics of children who watched each program by race and sex; introductory letters to teachers; format and instructions for training observers; observers' assessment of "Inside/Out"; teachers' evaluations of the programs with a computer-scored summary of their answers; sample observer and teacher comments from the questionnaires; condensed conversations with some student viewers of the programs; graphs of classroom interaction analysis for various shows; and computer-scored summaries of the differences between versions of the same show. For an overview of "Inside/Out" see EM 010 317. (JK)



BUREAU OF PUBLIC DISCUSSION/DIVISION OF CONTINUING EDUCATION/INDIANA UNIVERSITY/BLOOMINGTON, INDIANA

EM 010 318

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ED 070251

Submitted to the National Instructional Television Center

Charles Kuhlman
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Bureau of Public Discussion, Division of Continuing Education
Indiana University

July, 1972

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THE "INSIDE/OUT" EVALUATION;

THE FIRST FIVE PROGRAMS.

PART II.

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I. PARTICIPATING CLASSROOMS

PARTICIPATING CLASSROOMS

"Names Will Never Hurt"
    14 classrooms, San Jose, California
    18 classrooms, Toronto, Ontario

"How Do You Show"
    8 classrooms, St. Louis, Missouri
    16 classrooms, Connecticut

"In My Memory", version 1
    16 classrooms, Lexington, Kentucky

"In My Memory", version 2
    7 classrooms St. Louis, Missouri
    4 classrooms, Massachusetts

"Living With Love", version 1
    15 classrooms, Oregon

"Living With Love", version 2
    14 classrooms, Northern Nevada
    11 classrooms, Chicago

"Must I, May I", version 1
    16 classrooms, Southern Nevada

"Must I, May I", version 2
    16 classrooms, Connecticut

Total Classrooms: 155

II. SUMMARY STATISTICS BY RACE AND SEX

MUST I, MAY I, VERSION 1.

	MALE	.FEMALE	SUBTOTALS
WHITE..................	158	153	311
BLACK..................	61	53	114
ORIENTAL...............	0	0	0
SPANISH AND INDIAN.....	6	4	10
	---	---	---
TOTALS	225	210	435

CHILDREN UNREPORTED BY SEX AND RACE 0
TOTAL CHILDREN WATCHING THIS PROGRAM 435

MUST I, MAY I, VERSION 2.

	MALE	FEMALE	SUBTOTALS
WHITE..................	143	129	272
BLACK..................	61	46	107
ORIENTAL...............	0	0	0
SPANISH AND INDIAN.....	1	3	4
	---	---	---
TOTALS	205	178	383

CHILDREN UNREPORTED BY SEX AND RACE 0
TOTAL CHILDREN WATCHING THIS PROGRAM 383

BUT NAMES WILL NEVER HURT.

	MALE	FEMALE	SUBTOTALS
WHITE..................	379	334	713
BLACK..................	8	12	20
ORIENTAL...............	8	7	15
SPANISH AND INDIAN.....	28	40	68
	---	---	---
TOTALS	423	393	816

CHILDREN UNREPORTED BY SEX AND RACE 80
TOTAL CHILDREN WATCHING THIS PROGRAM 896

HOW DO YOU SHOW.

	MALE	FEMALE	SUBTOTALS
WHITE..................	219	243	462
BLACK..................	69	53	122
ORIENTAL...............	0	0	0
SPANISH AND INDIAN.....	8	5	13
	---	---	---
TOTALS	296	301	597

CHILDREN UNREPORTED BY SEX AND RACE	1
TOTAL CHILDREN WATCHING THIS PROGRAM	598

IN MY MEMORY, VERSION 1.

	MALE	FEMALE	SUBTOTALS
WHITE..................	150	126	276
BLACK..................	30	36	66
ORIENTAL...............	1	2	3
SPANISH AND INDIAN.....	0	0	0
	---	---	---
TOTALS	181	164	345

CHILDREN UNREPORTED BY SEX AND RACE	0
TOTAL CHILDREN WATCHING THIS PROGRAM	345

IN MY MEMORY, VERSION 2.

	MALE	FEMALE	SUBTOTALS
WHITE..................	125	122	247
BLACK..................	0	0	0
ORIENTAL...............	0	0	0
SPANISH AND INDIAN.....	0	0	0
	---	---	---
TOTALS	125	122	247

CHILDREN UNREPORTED BY SEX AND RACE	0
TOTAL CHILDREN WATCHING THIS PROGRAM	247

LIVING WITH LOVE, VERSION 1.

	MALE	FEMALE	SUBTOTALS
WHITE..................	181	149	330
BLACK..................	5	3	8
ORIENTAL...............	1	0	1
SPANISH AND INDIAN.....	0	0	0
	---	---	---
TOTALS	187	152	339

CHILDREN UNREPORTED BY SEX AND RACE	0
TOTAL CHILDREN WATCHING THIS PROGRAM	339

LIVING WITH LOVE, VERSION 2.

	MALE	FEMALE	SUBTOTALS
WHITE..................	285	264	549
BLACK..................	36	37	73
ORIENTAL...............	1	2	3
SPANISH AND INDIAN.....	5	6	11
	---	---	---
TOTALS	327	309	636

CHILDREN UNREPORTED BY SEX AND RACE	32
TOTAL CHILDREN WATCHING THIS PROGRAM	668

TOTALS, ALL PROGRAMS

	MALE	FEMALE	SUBTOTALS
WHITE..................	1640	1520	3160
BLACK..................	270	240	510
ORIENTAL...............	11	11	22
SPANISH AND INDIAN.....	48	58	106
	---	---	---
TOTALS	1969	1829	3798

CHILDREN UNREPORTED BY SEX AND RACE	113
TOTAL CHILDREN WATCHING ALL PROGRAMS	3911

III. LETTERS TO TEACHERS

INDIANA UNIVERSITY

DIVISION OF CONTINUING EDUCATION

MEDIA RESEARCH UNIT
Poplars 214/216
Bloomington, Indiana 47401
812 337-1672

Dear Teacher:

National Instructional Television (NIT) is developing a new series of lessons for classroom use with nine and ten year old children. The series of television programs is called "Inside/Out." The programs deal with health, but in much more than a strictly physical sense. As you know from working with children, their physical well-being and their emotional well-being are closely related. The way they encounter and interact with other people (large and small) at school, at home and at play, deeply affects their feelings about themselves and the vigor with which they will approach life.

The first lessons in the "Inside/Out" series are now ready for evaluation. National Instructional Television has asked this office to help determine the effectiveness of the programs in commmicating the central themes of each. We need your assistance in providing a natural classroom setting for the evaluation.

Your role is vital because it is not expected that the programs can stand by themselves as an effective educational input. Each program has to be followed by a discussion among the pupils of its central themes, however those themes may be perceived by the children. The program is really but one part of the intended experience and is incomplete without the discussion you will hold with your children.

After the television showing we would like you to conduct a class discussion of the program in whatever fashion your experience and judgement would indicate is best. You should feel free to devote as much or as little time as you want to the discussion. There will be two observers in your classroom during and after the program. They will try to be as unobtrusive as two adults can be in a room full of curious children. Their role is simply to record the natural flow of discussion as it takes place.

The observers will also ask you to fill out a brief questionnaire which elicits your own personal evaluation of the program and its effectiveness. It would be helpful if you could complete it before the observers leave your school.

Certain other teachers in your school district are being provided with somewhat different guidelines and materials in order to evaluate other aspects of the series.

A coordinator for your area will inform you of the exact time of the program broadcast.

We hope you and your class will find the evaluation of the program a
interesting experience.

Sincerely,

Charles Kuhlman

William N. Wiley

CK, WNW/js

INDIANA UNIVERSITY

DIVISION OF CONTINUING EDUCATION

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After the television showing, we would like you to conduct a class discussion of the program in whatever fashion your experience and judgment would indicate is best. You should feel free to devote as much or as little time as you want to the discussion.

We are enclosing a general description and a teacher's guide prepared by NIT to accompany the lesson. You will see from these printed materials that the intent of the series is not primarily to inform students but to involve them in a discussion of their personal feelings as they relate to the themes of the program. Ideally, students will be stimulated to talk about how they themselves have reacted or could react in situations like those in the program. The program should provide an opportunity to talk openly about the ways they feel and the alternatives open to them. We hope you will make use of the printed material in the fashion appropriate to your particular set of children.

There will be two observers in your classroom during and after the program. They will try to be as unobtrusive as two adults can be in a room full of curious children. Their role is simply to record the natural flow of discussion as it takes place.

The observers will also ask you to fill out two brief questionnaires; one elicits your reaction to the program itself, the other to the teacher's guide. It would be helpful if you could complete and return them to the observers before they leave your school.

Certain other teachers in your school district are being provided with somewhat different guidelines and materials in order to evaluate other aspects of the series.

A coordinator for your area will inform you of the exact time of the program broadcast.

We hope you and your class find the evaluation of the program an interesting experience.

Sincerely,

Charles Kuhlman

Charles Kuhlman

William N Wiley

William N. Wiley

CK,WNW/lj

IV. FORMAT FOR TRAINING OBSERVERS

FORMAT FOR TRAINING OBSERVERS

A. Before Training Session

1) Bring ten extra pencils with you. Some observers may forget them.

2) Before training starts, sit down with the coordinator of observers at your testing site. Set up a plan for getting all observation materials back for NIT. Find out which observers will be in classrooms in which the teacher received a teacher's guide. Observers who will be in classrooms in which the teachers did not receive a teacher's guide will have to remove pages 5 and 6 from the "Teacher's Evaluation of 'Inside/out" Program and Discussion."

B. During Training Session

1) Have the observers read the brochure which is found in the training pack.

2) Give a short talk on the objectives of the series.
   a. This is an affective health education series.
   b. Students should learn to recognize emotions.
   c. Students should relate emotions to their own experience.
   d. Students should relate emotions to interaction with other people.
   e. Students should realize that there are different ways to deal with emotional situations.
   f. The series can be related to traditional health education topics (physiology, etc.).

3) Go through the contents of the training packet. Briefly explain what each item is for.

   a. Observers' instructions.
   b. "Observers' Assessment Discussion" form.
   c. "Teachers Evaluation of Program and Discussion" form.
   d. "Teachers Evaluation of Magazine" (Observers who work in a classroom in which the teacher has not received a "Magazine" will remove the "Teachers Evaluation of Magazine" from the "Teachers Evaluation of Program and Discussion," before giving "Teachers Evaluation of Program and Discussion" to the teacher).
   e. Discussion rating forms, (1 large, 15 small).
   f. Wage and expense form.

4) Tell what will be in the observers packet.

   a. 20 rating forms, good for 40 minutes. (Have observers number these consecutively in the actual use packet.)
   b. "Observers Evaluation of Discussion" form.
   c. "Teachers Evaluation of Program and Discussion."
   d. "Teachers Evaluation of Magazine" (pp. 5 and 6 of "Teachers Evaluation of Program and Discussion."

5) Have observers read "Observer's Evaluation of Discussion" form.

   a. Tell observers to complete as much of this form as possible before the discussion starts.

6) Ask the observers to read the "Instructions for Observers"

   a. Tell observers to fill out the top of the "Teachers Evaluation of Program and Discussion" before giving to the teacher.

   b. With respect to the discussion rating form, tell observers that if the teacher merely goes from student to student eliciting or receiving comments on a particular point, mark the teacher ZERO PARTICIPATION.

7) Field questions relating to the task the observers will perform.

8) Begin practice. Go in short time periods. Stop to compare results, practice, compare, etc.

9) Tell of the arrangements you have made with the coordinator of the observer effort for collecting all materials after the observation task has been performed.

V. INSTRUCTIONS FOR OBSERVERS

(OBSERVATION MATRIX INCLUDED)

INSTRUCTIONS FOR OBSERVERS

Before you enter the classroom, you should have clear in your mind exactly what you must accomplish and when you must do it so that you can proceed in an orderly fashion. Know your forms thoroughly so that you can use them with ease. Make sure you have a watch with a sweep second hand. You cannot operate without one.

The teacher will have received a letter explaining that someone will be in the classroom to observe the discussion, so he or she will be expecting you.

As time and circumstance permit, introduce yourself to the teacher and try to establish a friendly atmosphere. If the teacher wishes to introduce you to the class, follow her lead. Try to be as friendly and unobtrusive as possible. Do not show the teacher your rating forms.

Try to seat yourself in such a way that you are not too close to the TV. We do not want the students observing you when they should be watching the screen. Also try to seat yourself so that you can observe the students' faces and the TV at the same time. Remember that you must rate the class on attentiveness during the program showing. Try to appear interested in the program while you observe the students. They may be watching you, especially if they know that you are watching them.

After the program is over, you will begin to rate the discussion which occurs. Do not make your marks with a flourish, do not turn pages noisily. Appearing interested in the discussion is probably the best way to avoid student attention to the fact that you are rating their discussion. (If you can change your position in the classroom when the discussion begins so that the students cannot see you, it will prevent you from distracting the children during the discussion. Do not make this change, however, if the change itself will be obvious and distracting.)

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When the discussion is complete, one member of your observer team should give the teacher the evaluation form which he or she is to complete. Explain to the teacher that the form does not go to the principal of the school, but directly to the coordinator of the observer effort in his or her school. Ask the teacher to complete the form as soon as possible (within the day). It would be nice if you could collect the teacher's evaluation form yourself, but this may be impossible.

Thank the teacher when you leave. We appreciate his/her assistance and want his/her good will.

After you have left the room, go over your forms while everything is still clear in your mind. Make sure that your forms are complete, and that a stranger can easily read and understand what you have written.

HOW TO USE THE RATING FORM.

The form which you will use during this study is one that has been developed specifically for this program series. It is designed to allow you to record the types of conversations which we hope will occur as a result of viewing and reacting to the programs(s). Broadly speaking, we would like to know if the conversations are about emotions and feelings, or about physical activities; and we would like to know if conversations are centered about the program, the self, other people, or abstract concepts.

The rating form is divided into 14 cells. One of these cells (COGNITIVE HEALTH INFORMATION, top right) is for recording discussion about standard health education (the circulatory system, for example). A second (ZERO PARTICIPATION, bottom left) is for recording the fact that either the teacher or students did not speak during a recorded period of time.

The conversation recorded in each of the remaining twelve cells will contain two different elements; an element from one of the labels along the top of these 12 cells, and an element from one of the labels along the left margin of these 12 cells. (It will help you understand what follows if you use the sample rating form to assist you.)

For example, conversation in cell number 1 (FACT-FILM) would be about physical objects and events, and the speaker would tell of objects in the program or events which occurred in the program.

Illustration:

1) The boy (in the film) had a red shirt on.
2) The boy (in the film) rode the bicycle.
3) The boys (in the film) were fighting.

The next cell down (2-FEELINGS-FILM) would be used when the speaker refers to some mood, feeling, or emotion which he saw in the program. But the speaker does not make reference to himself.

Illustration:

1) The boy (in the film) was unhappy.
2) The boy (in the film) was unhappy because of the fighting.

The next cell down (3-ALTERNATIVES-FILM) is used when the speaker discusses alternative ways of dealing with the situations which arise in the program. Again, the speaker does not make reference to himself.

Illustration:

1) If the boy (in the film) hadn't been careless with his bicycle, he wouldn't be unhappy now.
2) If the boy (in the film) would try to make more friends, he wouldn't be so lonely.

	FILM Speaker tells of objects, events, and processes in the film. No mention of self.		SELF/FILM Speaker relates self to objects, events, and processes in the film.		SELF/OTHERS Speaker makes statements about self, or self in relation to others, no mention of film.		OTHERS/CONCEPTS Speaker talks about others or abstraction, no mention of self or of film.		COGNITIVE HEALTH INFORMATION Speaker talks of health in terms of physical structure and processes.	
	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.
FACT Physical objects and events.	1.		4.		7.		10.		14.	
FEELINGS Mood, feeling and emotional states and processes.	2.		5.		8.		11.			
ALTERNATIVES Presentation of alternatives for dealing with situations.	3.		6.		9.		12.			
ZERO PARTICIPATION	13.									

CODES:

T1=Teacher 25%   T2=Teacher 50%   T3=Teacher 75%   T4=Teacher 100%   S=Student

Moving to the top of the next column, cell 4 (FACT-SELF/FILM) would be used when the speaker refers to physical objects and events in the program, and refers to himself or relates himself to the physical objects and events.

Illustration:

1) I have a bicycle just like the one in the film.
2) My brother and I used to fight just like those boys in the film did.

The next cell in the second column (5-FEELINGS-SELF/FILM) should be used when the speaker refers to some mood, feeling, or emotion which he saw in the program, and refers to himself or relates himself to that mood, feeling, or emotions.

Illustration:

1) I felt sad when the boy (in the film) broke his bicycle.
2) I got upset when I saw the boys (in the film) fighting.

The third cell in the second column (6-ALTERNATIVES-SELF/FILM) is used when the speaker discusses alternative ways of dealing with situations in the film and refers to himself or relates himself to the situation.

Illustration:

1) If I were lonely like that boy (in the film), I would try to make some friends.
2) Instead of fighting with each other, I think those boys (in the film) should have found another way to work things out.

Moving to the top of the third column, the first cell (7-FACT-SELF/OTHERS) is used when the speaker refers to physical objects or events and also speaks about himself or himself in relation to other people. He does not refer to the program.

Illustration:

1) I have a bike with a high rise seat.
2) I used to have bicycle races with my brother.
3) I saw those boys who always hang around at the drug store.

The second cell in the third column (8-FEELINGS-SELF/OTHERS) is for recording conversation involving mood, feeling, or emotion in which the speaker refers to himself or to himself in relation to other people. Again, the speaker does not refer to the program.

Illustration:

1) Sometimes I am happy just to be alone.
2) I have lots of fun playing with other kids.
3) I think the black people downtown are angry.
4) I knew the boys were angry because they were fighting.

The last cell in the third column, (9-ALTERNATIVES-SELF/OTHERS) is also for recording conversations in which the speaker refers to himself or to himself in relation to others. In this case, however, the speaker offers alternative ways for dealing with the situation. Once again, the speaker does not refer to the program.

Illustration:

1) If I get unhappy being alone, I can always go find someone else to play with.
2) I think the black people downtown should let people know that they are angry.

The fourth column, OTHER/CONCEPTS, is for use when the speaker talks about others or abstractions, but makes no mention of himself or the program. The top cell in this column, (10-FACT-OTHERS/CONCEPTS) is for conversations in which the topic is physical facts or events related to others or to concepts.

Illustration:

1) Lots of kids in school are wearing those red, white and blue shoes.
2) There isn't much democracy in foreign countries.
3) The boys were fighting.

The second cell in this column, (11-FEELINGS-OTHERS/CONCEPTS) is used when mood, feeling, or emotion are discussed, and others or concepts are referred to.

Illustration:

1) Those people in the parade were all happy because their team won.
2) People like to be free.
3) The boys were fighting because they were angry.
4) Boys and girls don't like to play together because they think it is stupid.

The last cell in the fourth column, (12-ALTERNATIVES-OTHERS/CONCEPTS) is used when the speaker refers to others or concepts, and also discusses alternative ways of dealing with the matter under discussion.

Illustration:

1) If people are unhappy with the government, they will want a revolution.
2) How could they have handled the situation differently?
3) Those boys should have looked for different ways to show their disappointment.

The examples you have seen so far are all one sentence examples. You will not be scoring individual sentences, however. Instead, you will listen to

30 second segments of conversation, and you will decide at the end of the 30 second period which cell the entire conversation most appropriately falls in. The teacher and the students will be rated separately. For the teacher, put a "T" in the appropriate cell, and for the students, place an "S" in the appropriate cell. It is possible for both students and teacher to lie in the same cell for the same time period, or to be in different cells for the same time period.

We would like to get some measure of whether the conversation is dominated by the teacher, or by the students. For this reason, you will put a number; 1, 2, 3, or 4 after the teacher rating. Thus a "T1" will indicate that the teacher spoke approximately 25% of the time. A "T2" will indicate that the teacher spoke approximately 50% of the time. A "T3" will indicate that the teacher spoke approximately 75% of the time, and a "T4" will indicate that the teacher spoke 100% of the time or nearly 100% of the time. If you encounter a time period during which either the students or the teacher say nothing at all, put the "S" or "T" in the bottom row marked "ZERO PARTICIPATION."

It is also possible that the teacher will lead the discussion into the area of standard health education. For example, the teacher may talk about the heart and the circulatory system, or about other parts and functions of the body. This type of discussion may or may not be related to the program, and depending on whether or not it is, could probably be fit into cell 1 or cell 10 in the first row. But instead, we would like to reserve this type of conversation for a special category of its own, COGNITIVE HEALTH INFORMATION. Whenever this type of conversation dominates a time period, put the "T" or "S" in cell 14.

We want to avoid any complication of your task through getting too much on any one rating form. For this reason each form is designed to be used for only one minute. Each cell in the form is divided in two parts. Use the first part of the cell for one 30 second period, then move to the second part of the cell for the second 30 second period. There are two forms on each page. That means that at the end of two minutes you will turn the page to a new form. (Please turn the page quietly. You don't want to draw attention to yourself as a rater.)

We have said that you will make only one mark ("T") and only one mark ("S") for teacher and students in any 30 second time period. But there may be times when you will have difficulty trying to rate the teacher or students because the content of the conversation varies during the time period. If this occurs, we will allow you to rate the teacher in two different cells for a 30 second period. You may also do this for the students. It is possible, then, to have four ratings in the 30 second period, two for the teacher and two for the students. Do NOT give either teacher or students more than two ratings. Try to stick with one rating as much as possible. Remember that you must place a 1, 2, 3, or 4 after the "T". If you have two "T's" for a time period, put a number after each "T", thereby indicating approximately how much of the total class time which each type of teacher conversation occupied.

THINGS TO WATCH FOR DURING THE RATING PROCESS

There are several things to keep in mind when you are observing a class in order to increase accuracy and uniformity among observers. The first is to avoid reading your own thoughts and interpretations into the conversations of those you observe. You may want to rate mood, feeling, or emotion in a conversation because you think it underlies the conversation, even though the speakers do not really speak of mood, feeling or emotion. Avoid this temptation. Wait for the speakers to specifically mention mood, feeling, or emotion.

There is also the possibility that you will fall into a rut as an observer. For example, you may become so accustomed to rating the teacher in the OTHERS/CONCEPTS column that when he or she switches to some other column, you will miss the transition and continue to place the "T" in one of the cells under OTHERS/CONCEPTS. Watch out for habits like this one. Try not to form any habits, but to treat each observation on its own merits.

Sometimes there is confusion about the difference between what comes in the FEELINGS row, and what comes in the ALTERNATIVES row. Both rows may be used for dealing with mood, feeling, or emotion. Both rows can also handle complex statements. (Statements strung together with "ands", "buts", "becauses", etc.) The difference between the two rows is that ALTERNATIVES is for conversations in which the speaker suggests alternative methods of dealing with situations. You can expect conversations in the ALTERNATIVES row to include phrases like, "if he had...", "they should have...", "if I were he, I would have...", "what should we do when that happens."

Finally, you may have difficulty judging whether a conversation belongs in the FACT row or the FEELINGS row. This may occur when verbs are used which suggest emotion, but do not directly name emotion. (Crying and fighting, for example). The rule to follow here is that anything in the FEELINGS row must specifically mention mood, feeling, or emotion (sad, angry, excited, happy, etc.). Anything which describes physical activity in which mood, feeling, or emotion is only suggested (crying, fighting), belongs in the FACT row. If mood words are used along with physical activity words (I knew they were angry because they were fighting) use the FEELINGS row.

VI. OBSERVERS ASSESSMENT OF "INSIDE/OUT" DISCUSSION

MEDIA RESEARCH UNIT/DIVISION OF CONTINUING EDUCATION/INDIANA UNIVERSITY

Observer's Assessment of "Inside/Out" Discussion

No. ______________ (1-2-3-4)

Observer's Name ____

City ____________________ (8) Date ____________________ (5-6-7)

School name or number ____________________ (9-10) Grade __________ (11)

Teacher(s) ____________________ Classroom number __________ (12)

____

Name of Program ____ (13)

Black & white ____________________ Color ____________________ (14)

Time observer entered classroom ____________________ AM/PM (15-18)

Time program began ____________________ AM/PM (19-22)

Time discussion began ____________________ AM/PM (23-26)

Time discussion ended ____________________ AM/PM (27-30)

Time observer left classroom ____________________ AM/PM (31-34)

Number of children:

Male		Female		
____	(35-36)	____	(37-38)	White
____	(39-40)	____	(41-42)	Black
____	(43-44)	____	(45-46)	Oriental
____	(47-48)	____	(49-50)	Spanish

Total __________ (51-52)

1. What was the class doing prior to the program? (53)
   - ____ Classwork (what subject?)
   - ____ Discussion (what topic?)
   - ____ Recess
   - ____ Lunch
   - ____ Coming from home

Observer Rating of Classroom and Teacher

During the showing of the program:

2. How long did it take for the class as a whole to become attentive to the action of the screen?

   ______ 0 minutes
   ______ 1 minute (54)
   ______ 2 minutes
   ______ 3 minutes
   ______ 4 minutes
   ______ 5 minutes or more

3. To what extent did the title sequence attract their attention?

   ______ Strongly
   ______ Mildly (55)
   ______ Didn't
   ______ Couldn't tell

4. About what percentage of the classroom was continually attentive to the program?

   0 10 20 30 40 50 60 70 80 90 100 (56)

5. How many times did the teacher have to re-establish order with one or more children during the program.

   0 1 2 3 4 5 6 7 8 9 10 (57)

6. After the program ended, did the teacher immediately begin discussing it?

   ______ Yes
   ______ No (58)

   If "no", describe briefly what interferred:

During the discussion period:

7. About what percentage of the class was continually attentive to the discussion?

   0 10 20 30 40 50 60 70 80 90 100 (59)

8. About what percentage of the class actually took part in the discussion at least once?

   0 10 20 30 40 50 60 70 80 90 100 (60)

Rate the teacher on the following aspects during the discussion.

9. Tense ____ ____ ____ ____ ____ ____ Relaxed (61)

10. Critical of students ____ ____ ____ ____ ____ ____ Supportive to students (62)

11. Avoided subject of films ____ ____ ____ ____ ____ ____ Engaged subject of films (63)

12. Students dominated discussion ____ ____ ____ ____ ____ ____ Teacher dominated discussion (64)

13. Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

____

____

____

____

14. Why did the discussion end? What did the students do after the discussion?

____

____

____

____

VII. COMPUTER SCORED SUMMARY OF ANSWERS TO OBSERVERS ASSESSMENT

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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                  07/01/72      PAGE    6

-FILE    INSIDE   (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .

 VARIABLE   VAR001     CLASSWORK PRIOR TO PROGRAM

 VALUE LABEL                                   VALUE    ABSOLUTE   RELATIVE   ADJUSTED   CUMULATIVE
                                                        FREQUENCY  FREQUENCY  FREQUENCY   ADJ FREQ
                                                                   (PERCENT)  (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - -

 CLASSWORK                                      1.00      118        38.1       41.7        41.7

 DISCUSSN                                       2.00       49        15.8       17.3        59.0

 RECESS                                         3.00       59        19.0       20.8        79.9

 LUNCH                                          4.00       19         6.1        6.7        86.6

 FROM     HOME                                  5.00       27         8.7        9.5        96.1

 CLASS FORMALITY                                6.00       11         3.5        3.9       100.0

                                                0.00       27         8.7     MISSING      100.0
                                                        -------    -------    -------     -------
                                               TOTAL      310       100.0      100.0       100.0

 STATISTICS..

 MEAN              2.367           STD ERROR         0.089                MEDIAN            1.980

 MODE              1.000           STD DEV           1.499                VARIANCE          2.247

 KURTOSIS         -0.344           SKEWNESS          0.857                RANGE             5.000

 MINIMUM           1.000           MAXIMUM           6.000

 VALID   OBSERVATIONS -        283
 MISSING OBSERVATIONS -         27
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                  07/01/72      PAGE    7

-FILE    INSIDE   (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .

 VARIABLE   VAR002     TIME TILL CLASS ATTENTIVE TO PROGRAM

 VALUE LABEL                                   VALUE    ABSOLUTE   RELATIVE   ADJUSTED   CUMULATIVE
                                                        FREQUENCY  FREQUENCY  FREQUENCY   ADJ FREQ
                                                                   (PERCENT)  (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - -

 ZERO     MINUTES                               1.00      160        51.6       55.9        55.9

 ONE      MINUTE                                2.00       81        26.1       28.3        84.3

 TWO      MINUTES                               3.00       27         8.7        9.4        93.7

 THREE    MINUTES                               4.00       10         3.2        3.5        97.2

 FOUR     MINUTES                               5.00        5         1.6        1.7        99.0

 FIVE MINUTES UP                                6.00        3         1.0        1.0       100.0

                                                0.00       24         7.7     MISSING      100.0
                                                        -------    -------    -------     -------
                                               TOTAL      310       100.0      100.0       100.0

 STATISTICS..

 MEAN              1.699           STD ERROR         0.060                MEDIAN            1.394

 MODE              1.000           STD DEV           1.016                VARIANCE          1.032

 KURTOSIS          3.665           SKEWNESS          1.034                RANGE             5.000

 MINIMUM           1.000           MAXIMUM           6.000

 VALID   OBSERVATIONS -        286
 MISSING OBSERVATIONS -         24
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INAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72     PAGE    8
ILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72    .
ARIABLE   VAR003     ATTRACTIVENESS OF TITLE SEQUENCE

ALUE LABEL                                 VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                   FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                               (PERCENT)   (PERCENT)   (PERCENT)
                                          - - - - - - - - - - - - - - - - - - - - - - - - - - - -
TRONGLY ATTRACT                             1.00      119        38.4        42.2        42.2
ILDLY  ATTRACT                              2.00      112        36.1        39.7        81.9
ID NOT ATTRACT                              3.00        7         2.3         2.5        84.4
OULDNT TELL                                 4.00       44        14.2        15.6       100.0
                                            0.00       28         9.0      MISSING      100.0
                                                   -------     -------     -------     -------
                                           TOTAL      310       100.0       100.0       100.0
TATISTICS..
EAN           1.915         STD ERROR       0.062                 MEDIAN          1.696
ODE           1.000         STD DEV         1.033                 VARIANCE        1.067
URTOSIS      -0.102         SKEWNESS        1.024                 RANGE           3.000
INIMUM        1.000         MAXIMUM         4.000

ALID   OBSERVATIONS -      282
ISSING OBSERVATIONS -       28
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                         07/01/72     PAGE    9
FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72    .
VARIABLE   VAR004     PERCENT CONTINUALLY ATTENTIVE TO PROG

VALUE LABEL                                VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                   FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                               (PERCENT)   (PERCENT)   (PERCENT)
                                          - - - - - - - - - - - - - - - - - - - - - - - - - - - -
TWENTY PERCENT                              2.00        4         1.3         1.4         1.4
THIRTY PERCENT                              3.00        2         0.6         0.7         2.1
FORTY PERCENT                               4.00        2         0.6         0.7         2.8
IFTY PERCENT                                5.00        7         2.3         2.5         5.3
IXTY PERCENT                                6.00       15         4.8         5.3        10.6
EVENTY PERCENT                              7.00       18         5.8         6.3        16.9
GHTY PERCENT                                8.00       33        10.6        11.6        28.5
 PERCENT OR MORE                            9.00      203        65.5        71.5       100.0
                                            0.00       26         8.4      MISSING      100.0
                                                   -------     -------     -------     -------
                                           TOTAL      310       100.0       100.0       100.0
ATISTICS..
AN            8.324         STD ERROR       0.082                 MEDIAN          8.800
DE            9.000         STD DEV         1.382                 VARIANCE        1.909
RTOSIS        6.823         SKEWNESS       -2.551                 RANGE           7.000
NIMUM         2.000         MAXIMUM         9.000

LID   OBSERVATIONS -      284
SSING OBSERVATIONS -       26
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE  10
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72
VARIABLE   VAR005      TIMES TEACHER RE-ESTABLISHED ORDER

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)    (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -
NOT ONCE                                        0.00       231         74.5        74.5         74.5
ONCE                                            1.00        43         13.9        13.9         88.4
TWICE                                           2.00        25          8.1         8.1         96.5
THRICE                                          3.00         6          1.9         1.9         98.4
FOUR   TIMES                                    4.00         1          0.3         0.3         98.7
SEVEN TIMES                                     7.00         1          0.3         0.3         99.0
NINE TIMES UP                                   9.00         3          1.0         1.0        100.0
                                                         -------     -------     -------      -------
                                                TOTAL      310        100.0       100.0        100.0
STATISTICS..
MEAN               0.481             STD ERROR        0.067                MEDIAN              0.171
MODE               0.000             STD DEV          1.184                VARIANCE            1.403
KURTOSIS          26.962             SKEWNESS         4.566                RANGE               9.000
MINIMUM            0.000             MAXIMUM          9.000

VALID   OBSERVATIONS -        310
MISSING OBSERVATIONS -          0
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE  11
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72
VARIABLE   VAR006      DID TEACHER BEGIN DISCUSSION AT ONCE

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)    (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -
YES                                             1.00       219         70.6        78.8         78.8
NO                                              2.00        59         19.0        21.2        100.0
                                                0.00        32         10.3      MISSING       100.0
                                                         -------     -------     -------      -------
                                                TOTAL      310        100.0       100.0        100.0
STATISTICS..
MEAN               1.212             STD ERROR        0.025                MEDIAN              1.135
MODE               1.000             STD DEV          0.410                VARIANCE            0.168
KURTOSIS          -0.019             SKEWNESS         [illegible]          RANGE               1.000
MINIMUM            1.000             MAXIMUM          [illegible]

VALID   OBSERVATIONS -        278
MISSING OBSERVATIONS -         32
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE  12

-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72   .

VARIABLE   VAR007     PERCENT CONTINUALLY ATTENTIVE TO DISC

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - -

TEN PERCENT OR LESS                              1.00        7          2.3         2.5         2.5

TWENTY PERCENT                                   2.00       12          3.9         4.3         6.8

THIRTY PERCENT                                   3.00        8          2.6         2.8         9.6

FORTY PERCENT                                    4.00       23          7.4         8.2        17.8

FIFTY PERCENT                                    5.00       25          8.1         8.9        26.7

SIXTY PERCENT                                    6.00       26          8.4         9.3        35.9

SEVENTY PERCENT                                  7.00       38         12.3        13.5        49.5

EIGHTY PERCENT                                   8.00       49         15.8        17.4        66.9

90 PERCENT OR MORE                               9.00       93         30.0        33.1       100.0

                                                 0.00       29          9.4      MISSING      100.0
                                                         -------     -------     -------     -------
                                                TOTAL      310 .      100.0       100.0       100.0

STATISTICS..

MEAN              6.843            STD ERROR        0.135                 MEDIAN          7.531

MODE              9.000            STD DEV          2.258                 VARIANCE        5.097

KURTOSIS         -0.183            SKEWNESS        -0.904                 RANGE           8.000

MINIMUM           1.000            MAXIMUM          9.000

VALID   OBSERVATIONS -        281
MISSING OBSERVATIONS -         29
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE  13

-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72   .

VARIABLE   VAR008     PERCENT PARTICIPATE IN DISCUSSION

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - -

TEN PERCENT OR LESS                              1.00       12          3.9         4.3         4.3

TWENTY PERCENT                                   2.00       12          3.9         4.3         8.6

THIRTY PERCENT                                   3.00       26          8.4         9.3        17.9

FORTY PERCENT                                    4.00       36         11.6        12.9        30.8

FIFTY PERCENT                                    5.00       40         12.9        14.3        45.2

SIXTY PERCENT                                    6.00       40         12.9        14.3        59.5

SEVENTY PERCENT                                  7.00       46         14.8        16.5        76.0

EIGHTY PERCENT                                   8.00       37         11.9        13.3        89.2

90 PERCENT OR MORE                               9.00       30          9.7        10.8       100.0

                                                 0.00       31         10.0      MISSING      100.0
                                                         -------     -------     -------     -------
                                                TOTAL      310 .      100.0       100.0       100.0

STATISTICS..

MEAN              5.685            STD ERROR        0.132                 MEDIAN          5.837

MODE              7.000            STD DEV          2.201                 VARIANCE        4.843

KURTOSIS         -0.773            SKEWNESS        -0.292                 RANGE           8.000

MINIMUM           1.000            MAXIMUM          9.000

VALID   OBSERVATIONS -        279
MISSING OBSERVATIONS -         31
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                               07/01/72     PAGE  14
-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72   .
 VARIABLE   VAR009     TEACHER PERFORMANCE IN DISCUSSION

 VALUE LABEL                                    VALUE   ABSOLUTE   RELATIVE    ADJUSTED    CUMULATIVE
                                                        FREQUENCY  FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 VERY    TENSE                                  1.00      16         5.2         5.7          5.7

                                                2.00      23         7.4         8.2         13.9

                                                3.00      29         9.4        10.4         24.3

                                                4.00      28         9.0        10.0         34.3

                                                5.00      67        21.6        23.9         58.2

 VERY    RELAXED                                6.00     117        37.7        41.8        100.0

                                                0.00      30         9.7       MISSING      100.0
                                                       -------     -------     -------     -------
                                                TOTAL    310       100.0       100.0        100.0
 STATISTICS..

 MEAN           4.636            STD ERROR      0.094               MEDIAN          5.157

 MODE           6.000            STD DEV        1.569               VARIANCE        2.462

 KURTOSIS      -0.315            SKEWNESS      -0.952               RANGE           5.000

 MINIMUM        1.000            MAXIMUM        6.000

 VALID   OBSERVATIONS -      280
 MISSING OBSERVATIONS -       30
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 FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                              07/01/72     PAGE  15
-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72   .
 VARIABLE   VAR010     TEACHER PERFORMANCE IN DISCUSSION

 VALUE LABEL                                    VALUE   ABSOLUTE   RELATIVE    ADJUSTED    CUMULATIVE
                                                        FREQUENCY  FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 VERY    CRITICAL                               1.00      11         3.5         3.9          3.9

                                                2.00       4         1.3         1.4          5.4

                                                3.00      22         7.1         7.9         13.3

                                                4.00      32        10.3        11.5         24.7

                                                5.00      80        25.8        28.7         53.4

 VERY    SUPPORTV                               6.00     130        41.9        46.6        100.0

                                                0.00      31        10.0       MISSING      100.0
                                                       -------     -------     -------     -------
                                                TOTAL    310       100.0       100.0        100.0
 STATISTICS..

 MEAN           4.993            STD ERROR      0.077               MEDIAN          5.381

 MODE           6.000            STD DEV        1.2[illegible]      VARIANCE        1.662

 KURTOSIS       1.743            SKEWNESS      -1.480               RANGE           5.000

 MINIMUM        1.000            MAXIMUM        6.000

 VALID   OBSERVATIONS -      279
 MISSING OBSERVATIONS -       31
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE   16

-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72

VARIABLE   VAR011      TEACHER PERFORMANCE IN DISCUSSION

VALUE LABEL                                          VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                              FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                           (PERCENT)    (PERCENT)    (PERCENT)
                                                    - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
AVOIDED SUBJECT                                       1.00        5           1.6          1.8          1.8

                                                      2.00       17           5.5          6.1          7.9

                                                      3.00       22           7.1          7.9         15.8

                                                      4.00       47          15.2         16.9         32.7

                                                      5.00       51          16.5         18.3         51.1

ENGAGED SUBJECT                                       6.00      136          43.9         48.9        100.0

                                                      0.00       32          10.3       MISSING       100.0
                                                               -------      -------      -------      -------
                                                     TOTAL      310         100.0        100.0        100.0

STATISTICS..

MEAN              4.906                  STD ERROR         0.081                  MEDIAN            5.441

MODE              6.000                  STD DEV           1.346                  VARIANCE          1.811

KURTOSIS          0.198                  SKEWNESS         -1.076                  RANGE             5.000

MINIMUM           1.000                  MAXIMUM           6.000

VALID    OBSERVATIONS -          278
MISSING OBSERVATIONS -           32
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE   17

-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72

VARIABLE   VAR012      TEACHER PERFORMANCE IN DISCUSSION

VALUE LABEL                                          VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                              FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                           (PERCENT)    (PERCENT)    (PERCENT)
                                                    - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
STUDENT DOMINATE                                      1.00       24           7.7          8.7          8.7

                                                      2.00       27           8.7          9.7         18.4

                                                      3.00       47          15.2         17.0         35.4

                                                      4.00       77          24.8         27.8         63.2

                                                      5.00       53          17.1         19.1         82.3

TEACHER DOMINATE                                      6.00       49          15.8         17.7        100.0

                                                      0.00       33          10.6       MISSING       100.0
                                                               -------      -------      -------      -------
                                                     TOTAL      310         100.0        100.0        100.0

STATISTICS..

MEAN              3.921                  STD ERROR         0.090                  MEDIAN            4.026

MODE              4.000                  STD DEV           1.497                  VARIANCE          2.240

KURTOSIS         -0.728                  SKEWNESS         -0.345                  RANGE             5.000

MINIMUM           1.000                  MAXIMUM           6.000

VALID    OBSERVATIONS -          277
MISSING OBSERVATIONS -           33
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VIII. TEACHER'S EVALUATION OF "INSIDE/OUT" PROGRAM AND DISCUSSION

MEDIA RESEARCH UNIT/DIVISION OF CONTINUING EDUCATION/INDIANA UNIVERSITY

Teacher's Evaluation of "Inside/Out" Program and Discussion

(The numbers in parentheses are for the guidance of analysts.)

No. ____________________
(1-2-3-4)

Your Name ________________________________ Date ____________ (5-6-7)

City ________________________________ (8)

School ________________________________ (9-10) Grade ________ (11)

Classroom number ______________________ (12)

Name of program ____ (13)

1. How would you rate the intellectual ability of your students taken as a group?

____ Above average
____ Average
____ Below average (14)

2. How would you rate the socio-economic level of your students taken as a group?

____ High
____ Middle
____ Low (15)

3. Did your students like the program?

____ Liked it very much
____ Liked it
____ Disliked it (16)
____ Disliked it very much

4. Did your students understand the meaning of the program?

____ Clearly understood it
____ Understood it pretty well (17)
____ Had a vague understanding
____ Did not understand it

5. Please comment on elements which they understood well or did not understand.

____

____

____

____

6. Were the students comfortable with a discussion of feelings and emotions?
_____ Very comfortable
_____ Comfortable (18)
_____ Uneasy
_____ Very uncomfortable

7. Were the students more involved in this discussion about the program than they usually are in other classroom discussions?
_____ Much more involved
_____ More involved (19)
_____ About the same
_____ Less involved
_____ Much less involved

8. How often do you discuss the topics of feelings and emotions with your class?
_____ Often
_____ Occasionally (20)
_____ Rarely
_____ Never

9. Did you find it easy or difficult to discuss the feelings and emotions involved in this program?
_____ Very easy
_____ Easy (21)
_____ Somewhat difficult
_____ Very difficult

10. Did the program itself make it easier for you to discuss these feelings and emotions?
_____ Much easier
_____ Somewhat easier (22)
_____ Somewhat more difficult
_____ Much more difficult

11. Did you enjoy working with this film?
_____ Enjoyed it very much
_____ Enjoyed it (23)
_____ Did not enjoy it
_____ Did not enjoy it at all

12. Would you like to work with more programs dealing with the topics of feelings and emotions?
_____ Yes
_____ No (24)

13. Was this discussion teacher-directed or student directed?
_____ Nearly all teacher directed
_____ More teacher directed than student directed (25)
_____ More student directed than teacher directed
_____ Nearly all student directed

14. Is learning about and discussing feelings and emotions helpful to students?
    _____ Very helpful
    _____ Helpful (26)
    _____ Not helpful
    _____ Injurious

15. During the school year, have your students been introduced to the topics of feelings and emotions?
    _____ Often
    _____ Occasionally (27)
    _____ Rarely
    _____ Never

16. Was the vocabulary in this program suitable for the students in your class?
    _____ Too advanced
    _____ Suitable (28)
    _____ Too elementary

17. Judged against other educational television productions you have seen, was this program:
    _____ Superior?
    _____ Average? (29)
    _____ Below average?

18. Was the music in this program appropriate or inappropriate?
    _____ Very appropriate
    _____ Appropriate (30)
    _____ Inappropriate
    _____ Very inappropriate

    Please comment. ____

    ____

    ____

    ____

19. In your professional judgement, was this program with discussion a successful lesson?
    _____ Very successful
    _____ Successful (31)
    _____ Unsuccessful
    _____ Very unsuccessful

20. Were there any portions of this program that were inappropriate or educationally ineffective?
    Please comment. ____

    ____

    ____

    ____

21. Were there any portions of this program that appeared to be particularly effective or meaningful?
Please comment. ____

____

____

____

22. How often are your students exposed to educational films and instructional T.V.? (Check one line in each column.)

Films		Instructional T.V.
____	.........Daily.........	____
____	Several times ....a week........	____
____	About once ....a week........	____
____	About once every ......two weeks........	____
____	About once ....a month........	____
____	Less than once ....a month........	____
(32)		(33)

23. Do you have any suggestions for improving this program and ones like it?

____

____

____

____

Teacher Evaluation of "Inside/Out Magazine"

The "Inside/Out Magazine" which you have received is a pre-publication version of the teacher's guide to accompany the new school television series "Inside/Out." In order to make the "Magazine" as helpful as possible to teachers using the series in the future, we would appreciate your help in evaluating it. The first set of questions applies to the "Magazine" in general. The last set pertains to the section of the "Magazine" related to the program you watched with your class. If you wish to comment on any of the questions, please feel free to do so -- the more feedback the better.

Part I

1. How well does the "Overview" explain the general purpose of the series?
   - _____ Very well
   - _____ Adequately (33)
   - _____ Not very well
   - _____ Poorly

2. How well do you like the format (design and layout) of this "Magazine" compared with other instructional television teacher's guides you have seen?
   - _____ It's the best I've seen
   - _____ It's better than most (34)
   - _____ It's about the same as most
   - _____ It's worse than most
   - _____ It's the worst I've seen

3. What effect does the format have on the readability and ease of understanding of each unit?
   - _____ The format is more readable than an ordinary printed page
   - _____ The format doesn't affect the readability one way or the other (35)
   - _____ The format is less readable than an ordinary printed page

4. In a teacher's guide for a television series, which kind of program description do you prefer?
   - _____ A detailed description of the program contents
   - _____ A general statement of the purpose and meaning of the program (36)
   - _____ Both of the above
   - _____ Program descriptions are unnecessary.

5. How would you describe the program descriptions in the "Magazine" as they stand?

Check one	Check one
_____ Too long	_____ Too detailed
_____ Right length	_____ Sufficient detail
_____ Too short	_____ Too general
(37)	(38)

Part II

6. How well did the section related to the program you saw prepare you to use the program?

_____ Very well
_____ Adequately (39)
_____ Not very well
_____ Poorly

7. How would you rate the suggested discussion questions for the program you saw?

_____ Very effective
_____ Effective (40)
_____ Adequate
_____ Somewhat ineffective
_____ Very ineffective

8. How would you rate the suggested follow-up activities for the program you saw?

_____ Very effective
_____ Effective (41)
_____ Adequate
_____ Somewhat ineffective
_____ Very ineffective

Part III

Do you have any comments or suggestions concerning the guide?

____

____

____

____

IX. COMPUTER SCORED SUMMARY OF ANSWERS TO TEACHER'S EVALUATION

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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE   18

FILE    INSIDE    (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72

VARIABLE   VAR101     TEACHER RATING OF CLASS ABILITY

VALUE LABEL                                    VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                        FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                    (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ABOVE   AVERAGE                                 1.00        19          6.1        12.9        12.9

AVERAGE                                         2.00       121         39.0        82.3        95.2

BELOW   AVERAGE                                 3.00         7          2.3         4.8       100.0

                                                0.00       163         52.6      MISSING      100.0
                                                        -------     -------     -------     -------
                                               TOTAL       310        100.0       100.0       100.0

STATISTICS..

MEAN             1.918          STD ERROR        0.034                  MEDIAN           1.950

MODE             2.000          STD DEV          0.414                  VARIANCE         0.171

KURTOSIS         2.425          SKEWNESS        -0.561                  RANGE            2.000

MINIMUM          1.000          MAXIMUM          3.000

VALID   OBSERVATIONS -       147
MISSING OBSERVATIONS -       163
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FINAL CRCSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE   19

FILE    INSIDE    (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72

VARIABLE   VAR102     TEACHER RATING OF CLASS SOCIO-ECON LEVEL

VALUE LABEL                                    VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                        FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                    (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - -

HIGH                                            1.00        14          4.5         9.7         9.7

MIDDLE                                          2.00       112         36.1        77.8        87.5

LOW                                             3.00        18          5.8        12.5       100.0

                                                0.00       166         53.5      MISSING      100.0
                                                        -------     -------     -------     -------
                                               TOTAL       310        100.0       100.0       100.0

STATISTICS..

MEAN             2.028          STD ERROR        0.039                  MEDIAN           2.016

MODE             2.000          STD DEV          0.472                  VARIANCE         0.223

KURTOSIS         1.489          SKEWNESS     [illegible]39                 RANGE            2.000

MINIMUM          1.000          MAXIMUM      [illegible].000

VALID   OBSERVATIONS -       144
MISSING OBSERVATIONS -       166
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                07/01/72     PAGE  20
--FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72
VARIABLE   VAR103     DID STUDENTS LIKE PROGRAM

VALUE LABEL                                 VALUE   ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - -
LIKED   VERYMUCH                             1.00      66         21.3        45.2        45.2

LIKED   IT                                   2.00      78         25.2        53.4        98.6

DISLIKED IT                                  3.00       2          0.6         1.4       100.0

                                             0.00     164         52.9      MISSING      100.0
                                                    -------     -------     -------     -------
                                            TOTAL     310        100.0       100.0       100.0
STATISTICS..

MEAN            1.562          STD ERROR       0.043               MEDIAN          1.590

MODE            2.000          STD DEV         0.525               VARIANCE        0.275

KURTOSIS       -1.352          SKEWNESS        0.040               RANGE           2.000

MINIMUM         1.000          MAXIMUM         3.000

VALID   OBSERVATIONS -        146
MISSING OBSERVATIONS -        164
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                07/01/72     PAGE  21
-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72
VARIABLE   VAR104     DID STUDENTS UNDERSTAND PROGRAM

VALUE LABEL                                 VALUE   ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                    FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                (PERCENT)   (PERCENT)   (PERCENT)
                                            - - - - - - - - - - - - - - - - - - - - - - - - - - -
CLEARLY UNDERSTD                             1.00      60         19.4        41.4        41.4

SOMEWHT UNDERSTD                             2.00      75         24.2        51.7        93.1

VAGUELY UNDERSTD                             3.00       9          2.9         6.2        99.3

DIDN'T  UNDERSTD                             4.00       1          0.3         0.7       100.0

                                             0.00     165         53.2      MISSING      100.0
                                                    -------     -------     -------     -------
                                            TOTAL     310        100.0       100.0       100.0
STATISTICS..

MEAN            1.662          STD ERROR       0.052               MEDIAN          1.667

MODE            2.000          STD DEV         0.626               VARIANCE        0.392

KURTOSIS        0.242          SKEWNESS        0.563               RANGE           3.000

MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -        145
MISSING OBSERVATIONS -        165
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                 07/01/72      PAGE   22
-FILE   INSIDE   (CREATION DATE = 07/01/72 )   /OUT EVALUATION 5/72  .
VARIABLE   VAR106     WERE STUDENTS AT EASE IN AFFECT DISCUSS

VALUE LABEL                              VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                 FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                             (PERCENT)   (PERCENT)  (PERCENT)
                                         - - - - - - - - - - - - - - - - - - - - - - - - - - -
VERY    CONFRTBL                          1.00       50        16.1        34.7        34.7
COMFORTABLE                               2.00       83        26.8        57.6        92.4
UNEASY                                    3.00       11         3.5         7.6       100.0
                                          0.00      166        53.5     MISSING       100.0
                                                 -------     -------     -------     -------
                                         TOTAL      310       100.0       100.0       100.0
STATISTICS..
MEAN          1.729          STD ERROR       0.049           MEDIAN          1.765
MODE          2.000          STD DEV         0.594           VARIANCE        0.353
KURTOSIS     -0.551          SKEWNESS        0.162           RANGE           2.000
MINIMUM       1.000          MAXIMUM         3.000
VALID   OBSERVATIONS -          144
MISSING OBSERVATIONS -          166
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                 07/01/72      PAGE   23
-FILE   INSIDE   (CREATION DATE = 07/01/72 )   /OUT EVALUATION 5/72  .
VARIABLE   VAR107     MORE INVOLVEMENT THAN USUAL

VALUE LABEL                              VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                 FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                             (PERCENT)   (PERCENT)  (PERCENT)
                                         - - - - - - - - - - - - - - - - - - - - - - - - - - -
MUCHMORE INVOLVE                          1.00        7         2.3         4.9         4.9
MORE    INVOLVED                          2.00       37        11.9        25.7        30.6
SAME                                      3.00       79        25.5        54.9        85.4
LESS    INVOLVED                          4.00       19         6.1        13.2        98.6
MUCHLESS INVOLVE                          5.00        2         0.6         1.4       100.0
                                          0.00      166        53.5     MISSING       100.0
                                                 -------     -------     -------     -------
                                         TOTAL      310       100.0       100.0       100.0
STATISTICS..
MEAN          2.806          STD ERROR       0.065           MEDIAN          2.854
MODE          3.000          STD DEV         0.778           VARIANCE        0.605
KURTOSIS      0.366          SKEWNESS       -0.096           RANGE           4.000
MINIMUM       1.000          MAXIMUM         5.000
VALID   OBSERVATIONS -          144
MISSING OBSERVATIONS -          166
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                            07/01/72       PAGE   24

FILE    INSIDE    (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE    VAR108       HOW OFTEN IS AFFECT DISCUSSED

VALUE LABEL                                      VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                          FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                       (PERCENT)    (PERCENT)    (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

OFTEN                                             1.00        58          18.7         40.0        40.0

ON       OCCASION                                 2.00        75          24.2         51.7        91.7

RARELY                                            3.00        11           3.5          7.6        99.3

NEVER                                             4.00         1           0.3          0.7       100.0

                                                  0.00       165          53.2       MISSING      100.0
                                                           -------      -------      -------     -------
                                                 TOTAL       310         100.0        100.0       100.0

STATISTICS..

MEAN              1.690              STD ERROR       0.053                  MEDIAN            1.693

MODE              2.000              STD DEV         0.640                  VARIANCE          0.410

KURTOSIS          0.109              SKEWNESS        0.539                  RANGE             3.000

MINIMUM           1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -        145
MISSING OBSERVATIONS -        165
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                            07/01/72       PAGE   25

FILE    INSIDE    (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE    VAR109       HOW EASY TO DISCUSS FEELINGS IN PROG

VALUE LABEL                                      VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                          FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                       (PERCENT)    (PERCENT)    (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY     EASY                                     1.00        52          16.8         35.9        35.9

EASY                                              2.00        69          22.3         47.6        83.4

DIFFICULT                                         3.00        24           7.7         16.6       100.0

                                                  0.00       165          53.2       MISSING      100.0
                                                           -------      -------      -------     -------
                                                 TOTAL       310         100.0        100.0       100.0

STATISTICS..

MEAN              1.807              STD ERROR       0.058                  MEDIAN            1.797

MODE              2.000              STD DEV         0.700                  VARIANCE          0.490

KURTOSIS         -0.941              SKEWNESS        0.283                  RANGE             2.000

MINIMUM           1.000              MAXIMUM         3.000

VALID   OBSERVATIONS -        145
MISSING OBSERVATIONS -        165
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                    07/01/72      PAGE   26

--FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE   VAR110     DID PROGRAM HELP DISCUSS AFFECT

VALUE LABEL                                  VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

MUCH     EASIER                               1.00       45         14.5        32.4        32.4

SOMEWHAT EASIER                               2.00       87         28.1        62.6        95.0

MORE     DIFFICLT                             3.00        5          1.6         3.6        98.6

MUCHMORE DIFFICLT                             4.00        2          0.6         1.4       100.0

                                              0.00      171         55.2      MISSING      100.0
                                                      -------     -------     -------     -------
                                             TOTAL      310        100.0       100.0       100.0

STATISTICS..

MEAN            1.741              STD ERROR        0.050                    MEDIAN          1.782

MODE            2.000              STD DEV          0.594                    VARIANCE        0.353

KURTOSIS        1.611              SKEWNESS         0.564                    RANGE           3.000

MINIMUM         1.000              MAXIMUM          4.000

VALID   OBSERVATIONS -        139
MISSING OBSERVATIONS -        171
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                    07/01/72      PAGE   27

-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE   VAR111     DID TEACHER ENJOY WORKING WITH PROG

VALUE LABEL                                  VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                      FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                  (PERCENT)   (PERCENT)   (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY MUCH                                     1.00       61         19.7        42.1        42.1

ENJOYED                                       2.00       72         23.2        49.7        91.7

DID NOT ENJOY                                 3.00       12          3.9         8.3       100.0

                                              0.00      165         53.2      MISSING      100.0
                                                      -------     -------     -------     -------
                                             TOTAL      310        100.0       100.0       100.0

STATISTICS..

MEAN            1.662              STD ERROR        0.052                    MEDIAN          1.660

MODE            2.000              STD DEV          0.626                    VARIANCE        0.392

KURTOSIS       -0.674              SKEWNESS         0.392                    RANGE           2.000

MINIMUM         1.000              MAXIMUM          3.000

VALID   OBSERVATIONS -        145
MISSING OBSERVATIONS -        165
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                    07/01/72      PAGE   28
FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .
VARIABLE   VAR112     WOULD YOU LIKE TO WORK WITH MORE AFFECT

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)    (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -
YES                                              1.00       135         43.5        94.4         94.4

NO                                               2.00         8          2.6         5.6        100.0

                                                 0.00       167         53.9     MISSING        100.0
                                                          -------     -------    -------      -------
                                                TOTAL       310        100.0       100.0        100.0
STATISTICS..

MEAN             1.056               STD ERROR       0.019                 MEDIAN           1.030

MODE             1.000               STD DEV         0.231                 VARIANCE         0.053

KURTOSIS        12.934               SKEWNESS        3.864                 RANGE            1.000

MINIMUM          1.000               MAXIMUM         2.000

VALID   OBSERVATIONS -        143
MISSING OBSERVATIONS -        167
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                    07/01/72      PAGE   29
FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .
VARIABLE   VAR113     WHO DIRECTED DISCUSSION

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                     (PERCENT)   (PERCENT)    (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -
ALL TEACH DIRECTED                               1.00        35         11.3        24.8         24.8

MORE TEACH LESS KID                              2.00        80         25.8        56.7         81.6

MORE KID LESS TEACH                              3.00        22          7.1        15.6         97.2

ALL KID DIRECTED                                 4.00         4          1.3         2.8        100.0

                                                 0.00       169         54.5     MISSING        100.0
                                                          -------     -------    -------      -------
                                                TOTAL       310        100.0       100.0        100.0
STATISTICS..

MEAN             1.965               STD ERROR       0.061                 MEDIAN           1.944

MODE             2.000               STD DEV         0.721                 VARIANCE          .520

KURTOSIS         0.303               SKEWNESS        0.511                 RANGE            3.000

MINIMUM          1.000               MAXIMUM         4.000

VALID   OBSERVATIONS -        141
MISSING OBSERVATIONS -        169
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                      07/01/72      PAGE  30
--FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .
VARIABLE    VAR114      IS AFFECT LEARNING HELPFUL TO STUDENTS

VALUE LABEL                                    VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                        FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                     (PERCENT)    (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
VERY    HELPFUL                                1.00       85           27.4         59.0        59.0
HELPFUL                                        2.00       58           18.7         40.3        99.3
NOT     HELPFUL                                3.00        1            0.3          0.7       100.0
                                               0.00      166           53.5       MISSING      100.0
                                                        -------      -------      -------     -------
                                              TOTAL      310          100.0        100.0       100.0
STATISTICS..
MEAN              1.417          STD ERROR        0.042              MEDIAN             1.347
MODE              1.000          STD DEV          0.509              VARIANCE           0.259
KURTOSIS         -1.363          SKEWNESS         0.498              RANGE              2.000
MINIMUM           1.000          MAXIMUM          3.000
VALID   OBSERVATIONS -        144
MISSING OBSERVATIONS -        166
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                      07/01/72      PAGE  31
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .
VARIABLE    VAR115      HOW OFTEN IS AFFECT DISCUSSED

VALUE LABEL                                    VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                        FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                     (PERCENT)    (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
OFTEN                                          1.00       66           21.3         45.5        45.5
OCCASIONALLY                                   2.00       70           22.6         48.3        93.8
RARELY                                         3.00        8            2.6          5.5        99.3
NEVER                                          4.00        1            0.3          0.7       100.0
                                               0.00      165           53.2       MISSING      100.0
                                                        -------      -------      -------     -------
                                              TOTAL      310          100.0        100.0       100.0
STATISTICS..
MEAN              1.614          STD ERROR        0.052              MEDIAN             1.593
MODE              2.000          STD DEV          0.626              VARIANCE           0.391
KURTOSIS          0.326          SKEWNESS         0.673              RANGE              3.000
MINIMUM           1.000          MAXIMUM          4.000
VALID   OBSERVATIONS -        145
MISSING OBSERVATIONS -        165
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                  07/01/72      PAGE   32

-FILE    INSIDE    (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE   VAR116      WAS VOCABULARY LEVEL OK

VALUE LABEL                                        VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                            FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                        (PERCENT)   (PERCENT)   (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - -

TOO HIGH                                            1.00         2          0.6         1.4         1.4

SUITABLE                                            2.00       144         46.5        98.6       100.0

                                                    0.00       164         52.9     MISSING       100.0
                                                             -------     -------    -------     -------
                                                   TOTAL       310        100.0       100.0       100.0

STATISTICS..

MEAN             1.986           STD ERROR       0.010                 MEDIAN            1.993

MODE             2.000           STD DEV         0.117                 VARIANCE          0.014

KURTOSIS        68.014           SKEWNESS       -8.367                 RANGE             1.000

MINIMUM          1.000           MAXIMUM         2.000

VALID   OBSERVATIONS -        146
MISSING OBSERVATIONS -        164
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                  07/01/72      PAGE   33

-FILE    INSIDE    (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE   VAR117      COMPARED TO OTHER ETV, THIS PROG

VALUE LABEL                                        VALUE    ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                            FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                        (PERCENT)   (PERCENT)   (PERCENT)
                                                  - - - - - - - - - - - - - - - - - - - - - - - - - - - -

SUPERIOR                                            1.00        63         20.3        44.7        44.7

AVERAGE                                             2.00        74         23.9        52.5        97.2

BELOW AVERAGE                                       3.00         4          1.3         2.8       100.0

                                                    0.00       169         54.5     MISSING       100.0
                                                             -------     -------    -------     -------
                                                   TOTAL       310        100.0       100.0       100.0

STATISTICS..

MEAN             1.582           STD ERROR       0.046                 MEDIAN            1.601

MODE             2.000           STD DEV         0.550                 VARIANCE          0.302

KURTOSIS        -0.979           SKEWNESS        0.192                 RANGE             2.000

MINIMUM          1.000           MAXIMUM         3.000

VALID   OBSERVATIONS -        141
MISSING OBSERVATIONS -        169
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE   34
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .
 VARIABLE   VAR118     WAS MUSIC APPROPRIATE

 VALUE LABEL                                   VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 VERY APPROPRIATE                               1.00       33         10.6        23.6        23.6

 APPROPRIATE                                    2.00      101         32.6        72.1        95.7

 INAPPROPRIATE                                  3.00        6          1.9         4.3       100.0

                                                0.00      170         54.8      MISSING      100.0
                                                        -------     -------     -------     -------
                                               TOTAL      310        100.0       100.0       100.0

 STATISTICS..

 MEAN            1.807               STD ERROR        0.042                 MEDIAN          1.866

 MODE            2.000               STD DEV          0.493                 VARIANCE        0.243

 KURTOSIS        0.224               SKEWNESS        -0.388                 RANGE           2.000

 MINIMUM         1.000               MAXIMUM          3.000

 VALID   OBSERVATIONS -          140
 MISSING OBSERVATIONS -          170
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE   35
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .
 VARIABLE   VAR119     WAS PROG + DISCUSSION SUCCESSFUL LESSON

 VALUE LABEL                                   VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - -
 VERY SUCCESSFUL                                1.00       36         11.6        25.9        25.9

 SUCCESSFUL                                     2.00       92         29.7        66.2        92.1

 UNSUCCESSFUL                                   3.00       10          3.2         7.2        99.3

 VERY UNSUCCESSFUL                              4.00        1          0.3         0.7       100.0

                                                0.00      171         55.2      MISSING      100.0
                                                        -------     -------     -------     -------
                                               TOTAL      310        100.0       100.0       100.0

 STATISTICS..

 MEAN            1.827               STD ERROR        0.049                 MEDIAN          1.864

 MODE            2.000               STD DEV          0.576                 VARIANCE        0.332

 KURTOSIS        0.843               SKEWNESS         0.246                 RANGE           3.000

 MINIMUM         1.000               MAXIMUM          4.000

 VALID   OBSERVATIONS -          139
 MISSING OBSERVATIONS -          171
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE   36

FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72

VARIABLE   FILMUSE     FREQUENCY OF FILM USE

VALUE LABEL                                      VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -

DAILY                                             1.00        2         0.6         1.5         1.5

SEVERAL TIMES-WK                                  2.00       26         8.4        20.0        21.5

ONCE A  WEEK                                      3.00       33        10.6        25.4        46.9

TWICE   A MONTH                                   4.00       27         8.7        20.8        67.7

ONCE A  MONTH                                     5.00       24         7.7        18.5        86.2

LT ONCE A MONTH                                   6.00       18         5.8        13.8       100.0

                                                  0.00      180        58.1     MISSING       100.0
                                                          -------     -------     -------     -------
                                                 TOTAL      310       100.0       100.0       100.0

STATISTICS..

MEAN              3.762           STD ERROR        0.121                MEDIAN            3.648

MODE              3.000           STD DEV          1.374                VARIANCE          1.888

KURTOSIS         -1.059           SKEWNESS         0.147                RANGE             5.000

MINIMUM           1.000           MAXIMUM          6.000

VALID   OBSERVATIONS -        130
MISSING OBSERVATIONS -        180
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                        07/01/72      PAGE   37

FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72

VARIABLE   TVUSE      FREQUENCY OF ITV USE

VALUE LABEL                                      VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                                - - - - - - - - - - - - - - - - - - - - - - - - - - - -

DAILY                                             1.00       19         6.1        14.1        14.1

SEVERAL TIMES-WK                                  2.00       39        12.6        28.9        43.0

ONCE A  WEEK                                      3.00       25         8.1        18.5        61.5

TWICE   A MONTH                                   4.00        5         1.6         3.7        65.2

ONCE A  MONTH                                     5.00        5         1.6         3.7        68.9

LT ONCE A MONTH                                   6.00       42        13.5        31.1       100.0

                                                  0.00      175        56.5     MISSING       100.0
                                                          -------     -------     -------     -------
                                                 TOTAL      310       100.0       100.0       100.0

STATISTICS..

MEAN              3.474           STD ERROR        0.164                MEDIAN            2.880

MODE              6.000           STD DEV          1.908                VARIANCE          3.639

KURTOSIS         -1.504           SKEWNESS         0.302                RANGE             5.000

MINIMUM           1.000           MAXIMUM          6.000

VALID   OBSERVATIONS -        135
MISSING OBSERVATIONS -        175
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                07/01/72      PAGE   38
--FILE    INSIDF    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .
VARIABLE   VAR201      HOW WELL DID OVERVIEW EXPLAIN SERIFS

VALUE LABEL                                      VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                          FREQUENCY   FREQUENCY   FREQUENCY    ADJ FREQ
                                                                      (PERCENT)   (PERCENT)   (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - -
VERY    WELL                                      1.00       38         12.3        55.1         55.1

ADEQUATE                                          2.00       30          9.7        43.5         98.6

NOT WELL                                          3.00        1          0.3         1.4        100.0

                                                  0.00      241         77.7     MISSING        100.0
                                                          -------     -------     -------     -------
                                                  TOTAL     310        100.0       100.0        100.0
STATISTICS..

MEAN            1.464              STD ERROR       0.064                     MEDIAN            1.408

MODE            1.000              STD DEV         0.531                     VARIANCE          0.282

KURTOSIS       -1.156              SKEWNESS        0.442                     RANGE             2.000

MINIMUM         1.000              MAXIMUM         3.000

VALID   OBSERVATIONS -          69
MISSING OBSERVATIONS -         241









FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                07/01/72      PAGE   39
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72  .
VARIABLF   VAR202      HOW WELL WAS FORMAT LIKED

VALUE LABEL                                      VALUE    ABSOLUTF    RELATIVE    ADJUSTFD    CUMULATIVF
                                                          FREQUFNCY   FREQUENCY   FREQUFNCY    ADJ FRFQ
                                                                      (PERCENT)   (PERCENT)   (PERCENT)
                                                 - - - - - - - - - - - - - - - - - - - - - - - - - - -
BEST    SEFN                                      1.00        8          2.6        11.8         11.8

BETTFP  T MOST                                    2.00       31         10.0        45.6         57.4

SAME AS MOST                                      3.00       27          8.7        39.7         97.1

WORSE T MOST                                      4.00        2          0.6         2.9        100.0

                                                  0.00      242         78.1     MISSING        100.0
                                                          -------     -------     -------     -------
                                                  TOTAL     310        100.0       100.C        100.0
STATISTICS..

MEAN            2.338              STD EPROR       0.088                     MEDIAN            2.339

MODE            2.000              STD DEV         0.725                     VARIANCE          0.526

KURTOSIS       -0.451              SKEWNFSS       -0.133                     RANGE             3.000

MINIMUM         1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -          68
MISSING OBSERVATIONS -         242
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                07/01/72      PAGE   40
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72   .
VARIABLE   VAR203      EFFECT OF FORMAT ON INTELLIGIBILITY

VALUE LABEL                                     VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                         FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                      (PERCENT)    (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

HELPS                                            1.00        48          15.5         71.6        71.6

NO EFFECT                                        2.00        18           5.8         26.9        98.5

LESSENS                                          3.00         1           0.3          1.5       100.0

                                                 0.00       243          78.4      MISSING       100.0
                                                          -------      -------     -------      -------
                                                TOTAL       310         100.0        100.0       100.0

STATISTICS..

MEAN               1.299                STD ERROR        0.060                   MEDIAN             1.198

MODE               1.000                STD DEV          0.493                   VARIANCE           0.243

KURTOSIS           0.421                SKEWNESS         1.258                   RANGE              2.000

MINIMUM            1.000                MAXIMUM          3.000

VALID   OBSERVATIONS -          67
MISSING OBSERVATIONS -         243
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                                07/01/72      PAGE   41
-FILE    INSIDE    (CREATION DATE =  07/01/72 )    /OUT EVALUATION 5/72   .
VARIABLE   VAR204      PREFERRED KIND OF PROG DESCRIPT

VALUE LABEL                                     VALUE    ABSOLUTE     RELATIVE     ADJUSTED    CUMULATIVE
                                                         FREQUENCY    FREQUENCY    FREQUENCY    ADJ FREQ
                                                                      (PERCENT)    (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

DETAILD DESCRIPT                                 1.00        10           3.2         14.3        14.3

GENERAL STATEMNT                                 2.00        20           6.5         28.6        42.9

BOTH OF ABOVE                                    3.00        40          12.9         57.1       100.0

                                                 0.00       240          77.4      MISSING       100.0
                                                          -------      -------     -------      -------
                                                TOTAL       310         100.0        100.0       100.0

STATISTICS..

MEAN               2.429                STD ERROR        0.088                   MEDIAN             2.625

MODE               3.000                STD DEV          0.734                   VARIANCE           0.538

KURTOSIS          -0.636                SKEWNESS        -0.860                   RANGE              2.000

MINIMUM            1.000                MAXIMUM          3.000

VALID   OBSERVATIONS -          70
MISSING OBSERVATIONS -         240
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE   42

-FILE    INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72

VARIABLE    VAR205      DESCRIPTION LENGTH

VALUE LABEL                                     VALUE    ABSOLUTE    RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

TOO LONG                                         1.00        1          0.3         1.5          1.5

JUST     RIGHT                                   2.00       64         20.6        94.1         95.6

TOO      SHORT                                   3.00        3          1.0         4.4        100.0

                                                 0.00      242         78.1      MISSING       100.0
                                                         -------     -------     -------      -------
                                                 TOTAL     310        100.0       100.0        100.0

STATISTICS..

MEAN            2.029            STD ERROR       0.029                 MEDIAN             2.016

MODE            2.000            STD DEV         0.243                 VARIANCE           0.059

KURTOSIS       13.571            SKEWNESS        1.740                 RANGE              2.000

MINIMUM         1.000            MAXIMUM         3.000

VALID   OBSERVATIONS -        68
MISSING OBSERVATIONS -       242
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE   43

-FILE    INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72

VARIABLE    VAR206      DESCRIPTION DETAIL

VALUE LABEL                                     VALUE    ABSOLU      RELATIVE    ADJUSTED    CUMULATIVE
                                                         FREQUEN     FREQUENCY   FREQUENCY   ADJ FREQ
                                                                     (PERCENT)   (PERCENT)   (PERCENT)
                                              - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

TOO      DETAILED                                1.00        1          0.3         1.5          1.5

JUST     RIGHT                                   2.00       62         20.0        92.5         94.0

TOO      GENERAL                                 3.00        4          1.3         6.0        100.0

                                                 0.00      243         78.4      MISSING       100.0
                                                         -------     -------     -------      -------
                                                 TOTAL     310        100.0       100.0        100.0

STATISTICS..

MEAN            2.045            STD ERROR       0.033                 MEDIAN             2.024

MODE            2.000            STD DEV         0.272                 VARIANCE           0.074

KURTOSIS        9.797            SKEWNESS        1.785                 RANGE              2.000

MINIMUM         1.000            MAXIMUM         3.000

VALID   OBSERVATIONS -        67
MISSING OBSERVATIONS -       243
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE   44

-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE   VAR207      HOW WELL DID GUIDE PREPARE FOR PROG

VALUE LABEL                                    VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY   WELL                                     1.00      25           8.1        36.8        36.8

OK                                              2.00      36          11.6        52.9        89.7

NOT VERY WELL                                   3.00       7           2.3        10.3       100.0

                                                0.00     242          78.1      MISSING      100.0
                                                       -------     -------     -------     -------
                                               TOTAL     310         100.0       100.0       100.0

STATISTICS..

MEAN             1.735          STD ERROR       0.077                 MEDIAN           1.750

MODE             2.000          STD DEV         0.638                 VARIANCE         0.406

KURTOSIS        -0.672          SKEWNESS        0.284                 RANGE            2.000

MINIMUM          1.000          MAXIMUM         3.000

VALID   OBSERVATIONS -         68
MISSING OBSERVATIONS -        242
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FINAL CROSSTABS BY PROGRAM, JUNE 29, 1972.                                          07/01/72      PAGE   45

-FILE   INSIDE   (CREATION DATE =  07/01/72 )   /OUT EVALUATION 5/72  .

VARIABLE   VAR208      RATING OF DISCUSSION QUESTIONS

VALUE LABEL                                    VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                       FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                   (PERCENT)   (PERCENT)   (PERCENT)
                                               - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY   EFFECTIVE                                1.00      15           4.8        21.4        21.4

EFFECTIVE                                       2.00      28           9.0        40.0        61.4

OK                                              3.00      21           6.8        30.0        91.4

SOMEWHAT INEFFECTIVE                            4.00       5           1.6         7.1        98.6

VERY INEFFECTIVE                                5.00       1           0.3         1.4       100.0

                                                0.00     240          77.4      MISSING      100.0
                                                       -------     -------     -------     -------
                                               TOTAL     310         100.0       100.0       100.0

STATISTICS..

MEAN             2.271          STD ERROR       0.111                 MEDIAN           2.214

MODE             2.000          STD DEV         0.931                 VARIANCE         0.867

KURTOSIS        -0.159          SKEWNESS        0.413                 RANGE            4.000

MINIMUM          1.000          MAXIMUM         5.000

VALID   OBSERVATIONS -         70
MISSING OBSERVATIONS -        240
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--FILE    INSIDE    (CREATION DATE =  07/01/72 )    7OUT EVALUATION 5/72

VARIABLE    VAR209      RATING OF FOLLOWUP ACTIVITIES

VALUE LABEL                                  VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                     FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                                 (PERCENT)   (PERCENT)  (PERCENT)
                                             - - - - - - - - - - - - - - - - - - - - - - - - - -

VERY    EFFECTIVE                             1.00      12          3.9        17.9        17.9

EFFECTIVE                                     2.00      26          8.4        38.8        56.7

OK                                            3.00      23          7.4        34.3        91.0

SOMEWHAT INEFFECTIVE                          4.00       5          1.6         7.5        98.5

VERY INEFFECTIVE                              5.00       1          0.3         1.5       100.0

                                              0.00     243         78.4     MISSING       100.0
                                                     -------      -------    -------     -------
                                             TOTAL     310        100.0       100.0       100.0

STATISTICS..

MEAN            2.358              STD ERROR         0.112                 MEDIAN             2.327

MODE            2.000              STD DEV           0.916                 VARIANCE           0.839

KURTOSIS       -0.158              SKEWNESS          0.305                 RANGE              4.000

MINIMUM         1.000              MAXIMUM           5.000

VALID   OBSERVATIONS -         67
MISSING OBSERVATIONS -        243
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X. OBSERVER AND TEACHER COMMENTS FROM QUESTIONNAIRES

OBSERVER AND TEACHER COMMENTS FROM QUESTIONNAIRES

In addition to machine scoring most of the questions from the teacher and observer questionnaires, selected answers to the open ended questions were extracted and are reproduced below. These answers are presented by program and program version, and each group of answers is preceded by the question to which it is referenced.

Answers selected for reproduction were those which may be helpful to the design team and producers in their attempt to improve the series, and those which indicate some typical reactions to programs in the series. In some cases a city name appears after a comment. In these cases it was felt that location might be relevant to the comment.

"How Do You Show..."

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

> They easily identified emotions shown. About half the class still did not know if they thought showing emotion was a good thing to do or not. Most had never thought about it before.
>
> They seemed to have a clear understanding of the displacement of deep emotional feelings expressed by the youth in the presentation only after I had gone over it with them. They would have been more prepared had they known what to look for.
>
> Children understood that everyone shows how he feels in his own way, and that feelings change as we react to different situations.
>
> They understood the emotions of fear, anger, hostility, etc. Some of the more mature children understood the main theme, "How We Feel".
>
> I think they understood that people show feelings in different ways but were unaware of the subtleties in the program.

Question 18, Teacher Questionnaire: Was the music in the program appropriate or inappropriate? Please comment.

> The children seemed to enjoy the song very much.
>
> The music and words were of a ballad-like quality that children find easy to listen to.
>
> The theme song of the film should be changed to something that can easily be remembered by the children.
>
> I would have enjoyed having a copy of the words to the song.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

The picture could have had girls and some of their problems depicted.

My girls felt the program was for boys only as girls don't gang up as much. Perhaps something with more universal appeal is needed.

The "cake scene" was anticlimactical.

The scene with the garbage cans did not show any fear to my class because the cans were too realistic. I don't see the value of the scuffle in the garbage cans other than a display of relief.

The events such as the softball game and the fight prove to be exciting than the meaning concealed in these two events.

During the baseball game, the comment "dirty pitcher" or similar words, did not seem appropriate or necessary.

Question 21, Teacher Questionnaire: Were there any portions of this program that appeared to be particularly effective or meaningful?

I felt it meaningful due to the number of fights on our playground and display of anger and frustrations throughout the day.

The section where the boy was jumped was very meaningful since the boys in my class have been involved in fighting coming to and from school.

Children noted the fact that the boy was quick to share his pride (home run) with his mother but did not mention his defeat (fight) to her. Children discussed personal emotions involved.

Yes, the children really felt empathy toward the little boy who said he couldn't talk to his parents.

Seeing the boy break bottles and throwing and kicking helped the group to see themselves in their troubles and try to find a better way to solve their problems.

The children were quite impressed with the fact that the boys had the cake in spite of the Mother's command.

Question 23, Teacher Questionnaire: Do you have any suggestions for improving this program and ones like it?

I feel a discussion about "feelings", in general, prior to the program would spice-up the program. I put up magazine pictures, prior to the program, showing emotions. The caption, "What do you feel?" prompted their responses: joy, happiness, fear, hate, love, etc.

There wasn't enough emotions shown in the film. The music should also be changed.

At a few points, speakers were hard to understand. Perhaps a narrator in addition to or instead of music would be appropriate.

The music could have been more ear catching. It didn't seem to stay in their minds. The film could have had less talking and more emotion in the music as well as actions of the boys. It also should have been multi-ethnic!! (Hartford, Conn.)

Use some black students also. (University City, Mo.)

Include black children. (Hartford, Conn.)

Giving us more or some ideas to improve our discussions.

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

Children respond with comments and laughter to the film as they are watching it. Mostly discussed the feelings of the children in the film and what they liked about the film.

The best responses came as children watched the film. Laughter at: fight delayed by tenseness at jumping, when shoved off, home run, rubbish cans. They talked frequently throughout showing--"Oh oh" at the cake, "They're gonna get it," "Wow!" "Look at his face." (Chocolate on it) Laughter and cheering at home run.

Specific questions evoked response but total concept did not seem to be understood.

During and after film these were the comments: "I know they're scared because they're gravey and talking so much and so loud." This was during graveyard scene which was very effective. Class was attentive but felt the uneasiness of the two boys. "I'd be scared half to death at night, not in the day though." "Why are they running?" "They have a bat to use." "They can see good in the daytime." "I wouldn't be that scared in the daytime."

Going through the cemetery, students just responded "I am." when film said, "I'm starting to get the creeps." Children responded verbally and emotionally to film. They seemed as though they were very much involved.

Children tuned into film, not discussion. Their comments during film more incisive than anything that came out during. Strongly teacher directed discussion.

What has frightened them and how they react when frightened. Why they try to hide feelings.

It seemed that even with the teacher's emphasis on the feelings aspect the children had a hard time adjusting to what feelings are and how to relate this to the teacher.

(Cake) (Most were girls' responses) They cut it too big. After awhile they start eating all the cake up. My God, they're bigger than I am. They're pigs. My mom would never make any more cake again. I wouldn't eat any.

Discussion center around garbage cans, throwing and kicking bottles and cans. Taking a piece of cake without permission.

Garbage can, unsanitary. Very little to film on feelings.

Laughter and excitement over the fighting. One girl's response: "Didn't like the film." "Too much boy stuff."

Discussed facts of the film. Discussed different film characters' reactions and emotions as seen in film. Very little projection.

Children mainly discussed film and did not seem to relate their aggression to the film's showing of aggression. Discussed alternate ways of dealing with anger. Told what they would have done if their quarter was taken. How they can or can't talk to parents.

Tantrum-throwing as response to frustration discussed. Cake snitching incident aroused great interest. Parental reaction to irritating incidents with pets. Never dealt with ideas of child who couldn't show feelings.

Good comprehension of emotions (particularly anger) as evidenced in film. LIttle comprehension of basic difference between three boys in their reactions to situations presented.

Most children indicated a great interest in it and a wish to see it or others like it again. When asked what other subject areas they would like to see films, one student said a film about somebody who felt different from others.

"Must I, May I"
(Short Version)

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

It seemed they were following the story of Bobby more than the black girl having too many responsibilities. The class felt for Bobby as they told their own experiences of being over-protected. (Las Vegas, Nev.)

They understood the idea of too much responsibility and not enough responsibility. They did not seem to understand the contrast of the life of the girl and the boy (the over-protectiveness of the mother and the lack of protectiveness of the girl), and I am not sure that they should understand it.

Students were able to distinguish the difference in the situations of the children.

Responsibility; boy wanting freedom, paying for goods purchased; concept of paying for what you get.

My children understood the program well especially when the boy was rude to his mother. They also understood the area of responsibility.

Children should have specific jobs and be expected to do them. Parents protect children and worry about them because the parents want the best for their children.

Difficulty in understanding where Debbie's mother was.

Question 18, Teacher Questionnaire: Was the music in this program appropriate or inappropriate?

It was appropriate background for the story. It didn't seem to be loud enough to interfere with the conversations. I thought it was good.

The background noises of the film overwhelmed the children's voices in the film. When the TV children spoke alone they were usually audible.

Too much vibration on the city streets noises.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

At times the scenes switched back and forth a bit more often than necessary and the "plot" was lost to a certain extent--perhaps the background noises of the production caused this.

Question 21, Teacher Questionnaire: Were there any portions of this program that appeared to be particularly effective or meaningful?

The children could identify with both situations presented. This was effective in discussion. (Las Vegas, Nev.)

When the children had to do jobs they did not like to do. The child treating his mother with disrespect. The part where the child had nothing to do that was fun.

Yes, the boy yelling at his mother seemed to effect them most. Most of them did not do this and talked about what would happen if they did.

Paying for the oranges, the man's letting the boy charge the magazines.

Question 23, Teacher Questionnaire: Do you have any suggestions for improving this program and one like it?

Would it be possible to come to more conclusions in the program? Or is that what the discussion is supposed to bring out?

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

> The cost of one orange. Very little emotional content was discussed or even mentioned and very little of the children saying or identifying with the children in the film was evident.
>
> Talked about doing the right thing so as not to feel guilty. Much talk about responsibility.
>
> Mostly factual material covered in discussion.

"Must I, May I"
(Long Version)

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

> I didn't feel that they understood the meaning of todays as clearly as previous one. I had to do more to bring out the main thought.
>
> I have a feeling they may not have understood all the responsibilities presented in the inner-city sequences. Much of city like is strange to our children. (Preston, Conn.)
>
> They understood they were seeing two separate ways of life. Children of this area are not familiar with life in the ghetto. Some did not understand why the older girl had so much responsibility. (Preston, Conn.)
>
> Understood both Debbie and Bobby were unhappy but needed discussion to bring out reasons why.
>
> Realized there is a need for discussing amount of responsibility one should have to accept.
>
> Some of the students did realize that Bobby didn't have much responsibility.
>
> Many seemed to relate to Debbie's feelings that went along with her responsibilities.
>
> That the boy wanted responsibility and the girl felt she had too much.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

> I think that previewing or helpful materials would give teachers more discussing power.
>
> At times it was difficult to hear Debbie's words over the noise of the city.

Students were repelled by mother using saliva to clean boy's face. (Windsor, Conn.)

The general format of flashbacks from suburb to ghetto life just did not seem to interest most of the children. Perhaps they found it difficult to associate with either way of life since this is mainly a farming community. (Preston, Conn.)

The entire program was most appropriate. However I feel that the program should have included some black people also. (Hartford, Conn.)

Question 21, Teacher Questionnaire: Were there any portions of this program that appeared to be particularly effective or meaningful?

The part where the boy was given responsibility to deliver the order seems to impress many of them.

The sequence of Bobby in the drugstore--his irresponsibility in handling the ice cream and books. The children seemed to respond immediately to this.

Children recognized that the boy in suburbs was unappreciative of all he had. They commented on how selfish he was as compared to the girl in the ghetto.

Too much responsibility rather than lack of it.

The ending revealed a lot of emotions because you could actually see the emotion shown in the boy's and girl's faces.

Interweaving the two contrast in stories helped the children understand that different feelings can be associated with responsibility.

Question 23, Teacher Questionnaire: Do you have any suggestions for improving this program and ones like it?

Longer sequences. I think there were too many flashbacks. Seemed too fragmented to me.

Our school has a large black population. Maybe having black children as performers. (Hartford, Conn.)

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

Very little discussion of emotional aspect of material in film. Discussed event relating to actions of their mother, responsibility of taking care of brother or sister.

Little to emotional content, much to the action of both boy and girl portrayed.

Students seemed more interested in the program they had seen before, "How Do You Show," than this one. The only thing they discussed was responsibility.

Children very quiet during film. Discussed responsibility before and afterwards--responsibility of themselves and of the children in the film. Some children stated that they did not like the film--"wasn't exciting enough."

Very personal response on the part of students. Responsibility--parent vs. child. Why they have to assume responsibility for more than their share sometimes.

Students couldn't have cared less about the emotions brought out. They discussed the "dangers" of riding bikes in the center of the street, germs on the face cloth.

Kids felt that Bobby was going to get into an accident if the story had progressed. Children discussed responsibilities in the film and what responsibilities they have at home.

Much of the discussion centered around responsibility--taking care of sisters and brothers, jobs--pay or no pay following rules established by parents.

Teacher (with preparation) did a very good job, sensitive to children and elicited interesting thinking. A final comment from child was that it might be good to put the "Boy in the girl's place and the girl in they boy's place and see how they like it."

"...but Names Will Never Hurt"

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

Understood concept of prejudice but did not grasp the word. Did not really understand language as source of prejudice or feel term "French Frog" derogatory. They were more concerned with the hurt feelings. (Toronto, Canada)

Understood the meaning of prejudice--got the idea that something might be wrong with Jews, Catholics, etc. This could have been clarified--Ottawa-Hull setting not clear--children not aware of this. (Toronto, Canada)

Shots of other groups discriminated against were too short, not clear. Setting of Ottawa and Hull should have been clarified at beginning. (Toronto, Canada)

Did not relate directly to local problems. Frenchmen are not discriminated against in this area. (San Jose, Calif.)

Geographic setting, not well. Calling names, well. (San Jose, Calif.)

The word "prejudice" threw them off but they understood the concept well enough.

The portion on the explanation of prejudice is well understood by most. After discussion all people understood.

Understood the name calling but really don't understand what being prejudice means.

They understood the term "prejudiced" and how it feels to be called names.

Understood the prejudice in the program but did not associate it with their own prejudice against a boy in their own class.

Understood well--content of name calling (in fun and in anger). People are rejected because they can't communicate. Did not understand very well the idea that prejudice can be a result from repeating adults' prejudices only and otherwise can be groundless.

Generally they understood the theme of the program, however some seemed to confuse examples of prejudice with "fun" name calling. However, again, this represents an average grade 3 viewpoint--to him "name calling" is wrong.

Understood the hurt feeling of boys and cause. They also realize the problem of making amends.

Understood name calling hurts and prejudice. Did not clearly understand prejudice by minority group to large group.

Understood the feelings motivating Mark's outburst. They did not understand Jean Pierre's prejudiced reaction--didn't see it as such.

They understood prejudice and segregation. They understand how it hurts to be teased or tormented about things that cannot be changed.

I feel they have a knowledge of what is prejudice, but did not understand the effect of prejudice.

They did not understand segregation.

Hatred for people because of differences. Different kinds of racial hatred and reasons for it. How to better the situation.

Question 18, Teacher Questionnaire: Was the music in this program appropriate or inappropriate?

The music showed the confusion of Mark and gave a nightmare quality.

At confused section, the music heightened Mark's confusion to find his way.

During the music portions of the program there was talking. This same problem can be noted at the local Saturday movies where the children leave during music sections.

Began to get restless and talk to each other when music began midway through the film.

Kids moved around a bit when music came on--restless. Later said that they liked the music.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

The first part was difficult to understand what was really happening, e.g. How a boy could move from one city to another so fast.

Canadian setting a little hard to relate to at first. (San Jose, Calif.)

It was not possible for these students to relate to Canadians. They are of low middle class background and have much more basic needs and language. (San Jose, Calif.)

This film was well done, however, my class had difficulty relating to the Canadian situation. Had they boy been Mexican or black and had they fought after the name calling it would have been more realistic to them. They thought the name "dirty French frog" was sort of funny. (San Jose, Calif.)

The "chase scene" when the boy was lost and running could be shortened. The mother's conversation was too long. Begging the issue.

Facial expressions did not come across well. Too much time spent showing concept of lost. I found the children getting restless.

Sequence in Hull was too drawn out, camera work not clear, and more close-ups of people's mouths speaking French might have been more dramatic.

The time spent by the boy running to find his way back was a bit lengthy.

Play on emotions effective when Mark was lost. But this portion was a trifle long.

Shots of slums, other nationalities unclear and a bit brief. Also children not aware of meaning of anti-Jewish demonstrations, i.e., problems of Jews during W.W. II unknown to them.

Quick shots of slums, etc., were meaningless.

I don't think that this program would fit for two's or three's but is very good for four's and higher, perhaps, five and six.

Question 21, Teacher Questionnaire: Were there any portions of this program that appeared to be particularly effective or meaningful?

Pictures of people living in depressed areas were very effective.

The use of two languages helped to "set the stage" for the serious part of our discussion--prejudice. (San Jose, Calif.)

Hockey game, argument followed by the explanation of the word prejudice. (Toronto, Canada)

Scenes with the boys were generally better than the one with Mother.

The part where the mother explains to the boy about prejudice, segregation and discrimination and later at the end of the program when it is repeated.

The children immediately identified with the hockey playing youngsters. Situation of argument was typical of their own experience. (Toronto, Canada)

Hockey scenes relevant. Music supported Mark's distress in Hull quite well. (Toronto, Canada)

The search for the lost friend and the difficulty of breaking into each other's world.

The initial encounter--name calling.

Name calling, fighting and conversations about prejudice were effective--related directly to this area where this behavior is prevalent.

The name calling, as several of my children have experienced incidents very near to those presented.

Yes, that people can say racial names because they are angry, and not because they know what it means.

The direct name calling impressed them the most.

When the boy left the group and the silence following. Going to apologize. Reaction of Jean Pierre.

The part where Mark and Jean Pierre became friends, the hockey incident, Mark kept meeting French people and tried to find his way home.

Facial expressions were excellent. The collision at the rink was most relevant and effective in introducing the theme of prejudice. The belated title introduction was effective.

Question 23, Teacher Questionnaire: Do you have any suggestions for improving this program and ones like it?

Apply it at a local level. (San Jose, Calif.)

The sound is often muffled and some of the pupils had problems catching all of the dialogue.

Seemed pretty good although some students did not know what Canadians were and therefore missed the racial overtones. (San Jose, Calif.)

I would like to see several examples of prejudice so the children are exposed to a wide scope of experiences. (San Jose, Calif.)

I feel the program would creat a worthwhile discussion in the junior grades. My class was not capable of relating this experience to other prejudices, discrimination, etc.

Children's suggestions--color, more music, Mark seemed to be all over Hull within a short period of time.

Remove part of the "chase sequence" when the boy is lost. Shorten slightly the Mother at the ironing board scene. Add a bit if possible to strengthen the positive ending.

Make the beginning clearer. Slow the pace down from one thing to another (incident). More emotions portrayed.

Make the program less stilted, and flow along more smoothly. Too much time was spent on certain scenes, causing a slackening in interest.

I felt it was a little long. I also feel that leaving the problem (whatever it is) unsolved would stimulate discussion more.

Keeping to a short length. Showing emotion in facial expressions.

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

They all laughed at the term "frog", but do they know what it means? Difficult to judge. In the discussion, the students say that they would feel nervous, embarrassed, if they could not speak the language of those around them. They mentioned many kinds of prejudice, with Archie Bunker as a prime example. The students noted that Mark could not speak French but that Jean Pierre spoke both languages. Some felt we should learn French. It was noted that name calling only causes more name calling. The teacher asked "How would you feel if you were Jean Pierre?" Why are people prejudiced?--Answer--"We are afraid of those who are different." They discussed war in Israel, Ireland and F.L.Q.

The children agreed that some kinds of names don't hurt if they are just teasing. However, names against nationality or religion would hurt, anger, make one sad. One little boy said, "If someone called me stinky Canadian, I'd kill them." Generalizations are wrong, e.g. "all hippies aren't bad or lazy." Name calling just leads to retaliation. Gave examples of prejudice--e.g. not liking someone because he is black. They discussed why the French are separate. One boy said it was for practical reasons. "If you go to a store you need to speak French if the people there are French." They agreed it was difficult to learn French. The teacher said that some people who are English and move to Montreal, go to the English section because you need courage to go where your language is not spoken." They mentioned that in the film Jean-Pierre said"the English don't learn French, but the French study English." The students seem to find the "lost" part of the film a bit too long. They are very attentive when Mark & J.P. are speaking and when Mark's mother speaks.

The children were very attentive to film. When Mark is lost, I saw a few worried faces. During the film insert of the slum area and mention of keeping blacks in a slum, a white boy and a dark skinned boy exchanged smiles. The children certainly knew the meaning of the word "prejudice"; they gave many examples--Archie Bunker. Reasons for prejudice were fear because people were different. "If you get uptight because a black person moves next door to you" "My friend didn't go to a Negro boy's birthday party because he was black." They would feel hurt and unwanted if called names. A few mentioned that J.P. did not trip Mark and that Mark called him a name just because he was French. Mark would not have reacted the same way had J.P. been English. It was suggested by a few students that everyone should live together...not always try to have your own way...love each other. It is wrong to have a sign saying NO BLACKS. Help people in slums.

One little girl thought the French boy was "mean." The children caught the title and the teacher discussed names... As the class was largely Italian they were familiar with the term WOP. A child said that Negroes don't like to be called Niggers. Another child said it was wrong of the English boy to call the other boy a FROG, although it drew a great laugh during the film. It was decided that people are all the same on the inside. The outer differences are not important. They discussed why they don't like some people...perhaps we are jealous. One boy said, "If someone is mean to me I would get a new friend." "I would like the person who doesn't have friends." There was a slight controversy about Italians. One boy said they dress fancy to show off. An Italian boy answered that they dress up to be nice. The children became restless during the "lost" sequence. Amused at the sign of Kentucky Chicken in French. One child remarked that they would play hockey together again and that a game helps people who are different to be friends.

The level of discussion was largely factual. One child summarized the events in the film step by step. He commented that both boys were prejudiced because "one called the other a frog"..."but the French boy would get his brother to beat Mark up." One child started to say "I liked...such and such" but the teacher stopped him saying that was not the question. She had asked "What did we see in the film?" The children laugh when Jean-Pierre is called a FROG. One child said UGH at slum scene.

Students rarely discussed their own feelings. Discussion divided between emotional content of the film which kids seemed to understand and related instances of prejudice in the world. Interestingly, the teacher chose topics such as Archie Bunker and news items from TV.

Enjoy hockey game--laugh when boys fall. 100% attention when J.P. and Mark talk in restaurant. A few are puzzled when music begins. The children mentioned people in school and at home who were of different nationalities. Mentioned fighting in Ireland. One child said, "The program makes you want to understand different people." They said they enjoyed program. One boy said he thought Mark had a headache when music came on.

Topics: People they liked or disliked and why; name-calling, esp. related to ethnicity. Some told of having been called names or having been rejected because of ethnic background.

Particular personal experiences with prejudice. What prejudice is, that's it's bad, that they should have more feelings for each other.

Personal reasons for displaying prejudice and name calling. Discussed likes and dislikes of the film--e.g. didn't like fighting and pictures of people living in "junkyards."

Enthused--picked-up language barrier problem immediately--laughed when he was lost in film. (San Jose)

The children would be afraid if they were lost as Mark was.

Students responsive because there were several children within class of various races, cultures, etc. (Toronto)

Many interruptions. Mainly discussed events in film. They like the mother's talk about prejudice...meaning of word--Talked about Quebec--why it is French. Factual level.

Students very concerned about "how it feels" to be called names: also disturbed by scenes in film showing slums, Indian reserves, etc.

Students very enthusiastic and started discussing film topic in groups among themselves--not with teacher. Recess.

Positive enthusiasm--Students discussed White-Black, Irish-English, Jewish-Gentile issues.

Students enjoyed film. They talked about why prejudice exists... because we are afraid of people who are different. One child mentioned Hitler and Jews.

Students commented on hate and unhappy feelings against discrimination.

Conceptually too difficult for the class. They centered on physical events of film and the idea of name-calling. Discipline was a big problem here.

The students did not understand at all the gravity of the problem. Most were uninterested. The discussion was based entirely on printed sheets with questions on them.

"Living With Love"
(Short Version)

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

My class, especially the boys, are quite aware of "love" in the boy-girl-kissing type they see on TV. But they do understand the other meanings of love.

Question 18, Teacher Questionnaire: Was the music in this program appropriate or inappropriate?

Children did not like the singer but did like the beat.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

Was there a husband--father figure?

Only one thing, voice quality was a little difficult to understand.

Some students thought the children were too kind to each other. They wanted to see a conflict between children, not just parent-child.

Most of the program was effective and meaningful. Possibly with exception of cutting the scene with the boy and girl kissing on the lips. This takes away from the theme of the program because of the maturity of the students. Affection and love need not be shown this way--especially for this age level.

Question 23, Teacher Questionnaire: Do you have any suggestions for improving this program and ones like it?

Isolate some of the interactions with the people and discuss what is happening.

Unfinished situations that involve varied solutions and lead to class discussions.

Include at the conclusion some open ended questions before the classroom teacher opens it up for reaction so that the class will have in mind what they feel.

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

All girls were continually attentive. Five boys were playing with wires.

Kids were rather restless during the discussion. The word "love" brought romantic thoughts and the kids got rather silly. A few went on to discuss other ways to love. Only a few comments showed an identification with the emotions displayed in the film.

Kissing and hugging was felt to be silly. The dog sequence had the most impact. Rural area, no black and few foster homes. Topics: Love in the home and sharing.

Many said they didn't like it. Some called love "stupid." Kids stated they were expecting program to be as entertaining as Electric Company or Sesame Street.

Students thought hugging and kissing silly. They discussed the sharing they saw in the film, sharing in their room, and love in the home.

Color does not effect ability to love. Liked "mother's" narration. Wanted to see rest of films. Would be good for child to see who had recently experienced death in the family. (program on death) All the kids in the world should see the film to understand love better.

One boy really thought puppy was cute. Some were smiling warmly to signs of love between mommy and kids. Liked music.

Recognized feelings shown by children in film--toward foster mother, toward each other, toward dog, sharing. Personal feelings because of split homes--divorce, work, service.

Students responded to woman in the program and love evident in various scenes; now they were able to recognize signs of love. Students liked the music and responded physically to it. Some thought instrumental music without vocal would have been better.

Best film she had ever seen. Brotherly love, sharing, color made no difference. Children went to abstract thoughts.

"Living With Love"
(Long Version)

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

> They understood most of the program. Hard for a time concept of foster parents and why children had to leave the home. Had hard time understanding not being loved.
>
> Students understood "Why children love." Well, they realized color of skin makes no difference in love. Understood different kinds of love.
>
> They pretty well understood how adults and children can show love or caring, but they did not understand the idea of needing love.
>
> They understood the concept of love in that the "Mother" showed love and affection for the children. But they had trouble expressing how they receive or give love.
>
> Seemed to understand concepts very well. One child's comment: "Love is liking somebody better than yourself."
>
> Concept of black and white people. Foster home situation. Need of love and understanding. Sharing and loving.

Question 18, Teacher Questionnaire: Was the music in this program appropriate or inappropriate?

> The music instilled the proper feeling for this film.
>
> This is the "now" beat, the kids enjoyed it tremendously.
>
> I think children enjoy hearing snappy music such as this--it helps keep their interest high.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

> Well, I feel the program was more oriented towards adults rather than the students.
>
> One child (boy) commented that "This is an adult film." It was too much like a documentary and the children lost interest.
>
> The program needed something more exciting to capture children's interest. Wonderful theme. Mrs. Smith's foster home was a good example but wasn't presented well.
>
> Too many instances of overt affection--students act embarrassed and get silly.

My class has difficulty in expressing love for others. Most were too embarrassed to take part in the discussion and to give their feelings.

Question 21, Teacher Questionnaire: Were there any portions of this program that appeared to be particularly effective or meaningful?

They especially understood the portion of the film with the puppy.

Discussion of expressing love when a person is punished.

My class seemed to think most about the concept of punishment and love.

Foster mother's labeling of certain ways of showing love. Outline of various forms love takes, including punishment. Children related to pets, agreeing fully that punishment is a display of love.

The parts where the children showed concern and affection for their "ward" mother seemed to make an impression.

Children were "giggly" about a young boy (5 yrs.) kissing a girl on the mouth.

Question 23, Teacher Questionnaire: Do you have any suggestions for improving this program and ones like it?

Little boys in the third grade treat any subject that deals with "love" as poisonous. I think there should be a different approach.

Perhaps there could be a slight discord shown somewhere--these children do argue, but seemed to like the harmony shown.

I believe the film was above third grade level. The commentary was not clear--hard to understand, dull. Did not capture students interest.

Without proper teacher preparation, I feel the program was not as good as it should have been.

Make the programs a little more "children" oriented--possibly giving the child's point of view and using a child as narrator rather than an adult.

This episode was adult oriented (how an adult acts and with much adult narration). Perhaps others could be more dramatically centered on a child's real view of life (not what an adult thinks a child thinks), which I think was a problem here.

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

Applauded. Students seem very happy and pleased with the film. Students said they would like to see more films.

The majority of the pupils commented on events concerning themselves rather than concentrating on the theme love. They seemed to crave conversation on a simple basis.

I feel the children didn't relate to the situation and therefore showed little sympathy to the children. The topics discussed were mostly to the film fact and feelings briefly to other things.

Not too emotionally involved. Teacher had to continually stimulate thoughts. The only thing they were really interested in was the puppy and their own relationship with animals they had.

Expressed feelings compared to their own. Particularly felt emotion about the children leaving the mother, mother hurting herself and the puppy.

Students were totally quiet during the "child leaving" segment. Sad.

How to express love--whether people need it. How they feel in the eyes of their parents and how they feel about this. Feelings and emotions on the part of students dominated the discussion.

Parents show love by correcting or spanking, taking things away, giving presents. Love--would not be any war.

Suggestion: Some in-service training for teachers in reflecting student's feelings, to help them explore their feelings and responses rather than just leading a recital of experiences.

"In My Memory"
(Short Version)

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

I observed that the children understood the story and all of the details. They particularly identified with the parts dealing with just the children--cousins coming, playing dead, etc., and with the little girl's confusion about picture for grandmother, and worrying at night. Some of the children seemed confused about formality and adult grief at funeral, but were very perceptive of flashbacks of grandmother.

Death means someone will never come back. The human body decays. (This came out of discussion.) Everyone will die someday. When the human body gets too old, it will stop working correctly. (They understood this but not sure why.) We are sad when one dies because we miss them.

The children didn't understand the part where the little girl asked, "When can I give Grandma my picture?" They did not realize that the little girl was confused.

They understood the child was confused, was not able to understand, and was remembering about her grandmother. Also they understood the reason the children could not concentrate was because they were thinking about something else. They understood the grown-ups were sad.

I feel the class understood the film, but I think that emotions and feelings should be expressed and learned in other areas besides death at this age.

They could not understand why the grandmother died from pneumonia when they knew about so many other people who had recovered from the same illness.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

The father made the remark something to the effect that all people die when they're old or that he wouldn't die for a long time. This takes away from the reality of death to a child. Death at every stage of life.

I felt it missed the point--people of all ages die--not only old people.

I think if there had been a little more about the girl's life after the grandmother was gone, it would have given the children some insight on how one feels and acts when they must begin reconstructing their life after losing a loved one. Often we don't feel the full impact until after the funeral and after our friends have gone home.

Will children believe that if a family member has pneumonia and enters the hospital, he will die?

Question 21, Teacher Questionnaire: Were there any portions of this program that appeared to be particularly effective or meaningful?

All of the questions that the girl asked her parents were ones that all children would ask -- and the answers were given in such a manner that they could be easily comprehended by children.

The children playing as children do and their seemingly lack of understanding of what was going on - but their lack of interest in things and drifting off that showed they knew something was wrong.

Superior in the sense that it was taken from a child's point of view. Most of the educational films have an adult doing all of the talking. This film would not have been as effective if an adult talked to the children.

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

> Children restless toward end of program. Observers, sitting in back, later learned some were near tears; several had lost grandparents recently. Most of the discussion centered around factual retelling of deaths they'd been associated with, rather than expressions of emotion.
>
> The teacher led the students to talk about the story line rather than the concept of death.
>
> Students and teacher only discussed the emotional content of the film fleetingly.
>
> Most students wanted to relate personal experiences with death--spent much of the time relating details although seemed not to verbalize "feelings" as such.
>
> Little apparent emotion shown. Discussed animals and grandparents dying. Their own experiences with death.
>
> Very little verbalizing concerning their emotions - much more "storytelling" about their past experiences with funerals-seeing "dead people", etc. However, during the pre-telecast activities, the teacher asked questions such as "how do you feel when you get up in the morning", "Are you happy most of the time?" "When are you sad?" The children talked extensively about "the way they felt" in this session but did not carry this over into the post-telecast discussion.
>
> One little girl had recently had a step-father to die. She refused to participate in the discussion even when teacher tried to draw her out. She seemed disturbed.

"In My Memory"
(Long Version)

Question 5, Teacher Questionnaire: Please comment on elements which they understood well or did not understand.

> The father explained to his daughter that everyone is born, grows up and dies (when he is old). Why doesn't everyone get to grow up? Some children in my class have had a brother or sister who died, and he or she wasn't old. This was difficult for some to understand. (It was effective when the plant was shown as a comparison.)
>
> They seemed to understand all aspects of the program well, except that they could not understand the lack of religious involvement and what they saw as the minister's lack of concern.

Question 20, Teacher Questionnaire: Were there any portions of this program that were inappropriate or educationally ineffective?

> I thought it was well presented. There could have been a few scenes inside the funeral home.
>
> I felt that the parents made death a very sad and morbid event rather than a peaceful and blessed occasion.
>
> I felt it was very morbid and did not really consider the religious aspects of such a situation. The children also felt this.

Question 21, Teacher Questionnaire: Were there any portions of this program that appeared to be particularly effective or meaningful?

> The way the little girl's lack of understanding was shown quite well.
>
> They seemed to relate well to the little boy who asked his cousin where his grandmother was and the cousin didn't answer.
>
> The picture Linda made for Grandmother. Her tears, though delayed. The games, the memories or flashbacks.

Question 23, Teacher Questionnaire: Do you have any suggestions for improving the program or ones like it?

> Involve teachers as much as possible in the evaluation of such programs.
>
> Scenes of drownings, building on fire, or even diseases which might take the lives of the young (children) as well as the old.
>
> I would like to have God and religion be a part of the program--presented in an ecumenical way.
>
> If grandmother's death could have been related to a pet's death, it possibly would "hit closer home" for many students.
>
> Many children in my class have been to a funeral where they saw the deceased. They wondered why they didn't see the grandmother during the funeral--only pictures of her when she was alive.

Question 13, Observer Questionnaire: Please comment on student responses to the emotional content of the film and indicate some of the topics which they discussed.

> Great empathy towards death. Dead pets. Fine understanding what does happen.
>
> You could tell that death was a subject they had been concerned with and didn't know how to deal with. They discussed their own experiences with death--when an aunt had dropped dead in front of one. A sister killed in car accident. Pet's death. Grandma in nursing home and wants to be taken home to die.

Seemed to be over students' heads. They did not really deal with the values involved.

Causes of death. Except for comments that it was "sad" there was little emotional reaction or discussion. Talked about "life goes on" and we should be happy in spite of loss of loved ones.

Students at first omitted discussing any feelings they had about the film and discussed factual information about pets and relatives who had died. Only after teacher started asking specific questions, did they respond that they "felt sad", etc. At the beginning of the discussion children merely related (one or two sentences) experiences; teacher did not comment or promote further discussion of each experience. She merely called on one child after another had finished speaking.

Almost all unemotional responses. General reaction was that show was "weird" and "sad". Most discussion centered around relating personal factual experiences with death and grandparents. One kid asked great question about what would happen if a lady was going to have a baby and she and the baby died. It was left unanswered. Teacher felt deep, emotional, heavy things and fears were beginning to surface, so terminated discussion.

Many of the kids (mostly girls) were about to cry.

Teacher first dismissed all disinterested and restless students to individual work. Then held small group discussion. Conversation was going very well and was cut-off at teacher's request. Students went back to individual classwork.

XI. INDEX FOR CONDENSED CONVERSATIONS WITH PITTSBURGH AREA SCHOOL CHILDREN

INDEX FOR CONDENSED CONVERSATIONS WITH PITTSBURGH AREA SCHOOL CHILDREN

But Names Will Never Hurt

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XII. CONDENSED CONVERSATIONS WITH PITTSBURGH AREA SCHOOL CHILDREN

/

1. "But Names Will Never Hurt"

BUT NAMES WILL NEVER HURT

1.

P: What did you think it was about?
: That you can get along with different kinds of people like French and everybody. You should get along with them. They are just the same people but they speak a different language.
P: Where do you suppose this was? Where was the film made?
: Canada.
: Quebec, maybe?
: I saw a sign that said Quebec.
: Ontario.
P: What kind of problem do they have there?
: The problem was that the English were fighting or they were mad at them and they were calling them names and stuff.
: When it first started out French ruled Canada but English still goes there like English live there but French live there too.
P: What did the English boy's mother tell him?
: She said that some people are afraid of other people because they are different colors and stuff.
P: Can you think of any time when that happens in real life?
: People fighting with the colored people.
: They all give blacks jobs.
: They talk about the Jewish people and the hippies.
: It's the same as the movie like they don't like black people because when you go downtown you can see the slums and most of them are black.
: The thing is they won't give the black people a chance to live in different neighborhoods.
P: What do you think he thought when he was lost?
: Everyone was speaking French and it was an American country.
P: Well, it was a Canadian country. How do you think he felt when he couldn't talk to anyone when he was lost?
: Mad because after he heard that talking he said, "Oh, stupid."
: He said, "This is an English speaking country."
: He probably felt a little lonely.
P: Remember they talked a little bit before they said goodbye, remember what they said?
: He said that he was sorry.
: And he said maybe you'll be able to learn a little French so you'll be able to talk to the French people.
: The French boy said, "How did you get lost?" and he says, "I couldn't talk to anybody." and then he says, "Why, they are my friends," and he says, "Well, they aren't my friends." Then he pointed around like he could talk to them, "Why can't you?"

2. 5 Girls

P: What do you think this movie was about?
: Prejudice.
: Was it fraud or frog?
: He said dirty French frog.

P: Why did he call him that?

: Because he was French and he thought the French kid tripped him.

P: Where do you suppose he got that name? Did he pick it up himself?

: Probably somebody else said it before him.

: He said that French people say it.

: No, he said that he heard grown-ups say it.

: Me and my brother are adopted and I always have this feeling that somebody is prejudiced against us. They are always laughing because we are adopted and I don't think it's very funny.

: Don't worry Holly, most of the boys in the room are.

: Like Johnny.

: Johnny's not adopted.

: I mean Johnny's prejudiced against you. He hates you.

P: Do you think people are prejudiced because you are adopted?

: Yeah, because they are always making fun of us. One kid took me and my brother and he put a wire around my brother's neck and said, "Don't touch it." Then he jerked it and threw it in the lake.

P: Why do you suppose people do that?

: Because they are a different kind of person. They think you are different than they are.

: You have things that they don't like about you, like you are a different kind of race or something.

: I have a neighbor that was adopted and she's always saying that I'm so dumb because I was adopted and that she's lucky because she wasn't. She isn't very nice. She's a first grader and she's a brat.

: That boy went to say he was sorry to that one. He should have forgave him. But I understand it because I would feel the same way.

P: Why did he get lost?

: He was running away because he didn't want his brother to beat him up.

P: Why did he go over there to begin with?

: Because he wanted to apologize.

P: What make him think about the apology?

: What his mother said.

P: What did she say?

: She said that a person is prejudiced when they call them a "frog" or whatever. People try to get rid of Indians and make them live on reservations and ...

: And they want to keep Negroes in the slums, where they can't see them.

: I don't think it's very nice to do that.

: Negroes can't help being black.

: They are just a different color, they could be exactly like you but just a different color.

: They were born, they were closer to the sun but there is nothing wrong with them.

: It's just the color of their skin and people just think they are bad.

: My next door neighbor says, "Ooo those black people are so icky."

: I have lots of friends that are black people.

: I have one at our church, she's really nice and I play with her sometimes. Once I was at my grandmother's and I was taking a little walk around the block and these two Negro boys, they were about 8 and 11, came up to me and said, "Pull out your pockets." I guess they wanted all my money but I didn't have any, luckily.

: Once I was over at my grandma's and I went over to the playground, and there were all these Negro kids playing, and they were playing "stick-up" and one little one (I guess he was about 3) says, "Stick 'em up."

: I was in a store and this little girl asked if I wanted to play "hide and seek" so we played in the clothes.

: You know what I used to do when I was a little girl, there were these statues that were like dummies who wear clothes. Well, one time my mother was looking for clothes and I was on one of those stands and I was going..

: I don't think it's very nice when they put them in different places like in the slums.

P: Where was this program, do you think?

: Somewhere around here, like in Philadelphia or Ohio.

P: Where else could it be?

: France.

: Not France, because he said that it was an English speaking country.

P: So where could that be?

: Ohio, anywhere really.

: Really when you listen to it, it sounds like it was in France because everyone was speaking French.

: That was just one little town.

P: Well, actually the film was made in Canada.

: Canada?

: I thought so.

P: That was a Canadian boy. And do you know what the problem is in Canada?

: Too many people are prejudiced.

: It seems like Canada is their own place to live.

: It's not fair to the French people because they can't help being born in France.

: Once I was shopping and there was this man dummy there and I said, "Hi" and I shook his hand.

P: When he was lost, do you remember the music? What kind of music was it?

: French.

: It was sort of like it was wandering and lost.

: It was good music for that part.

P: How do you think he felt?

: He felt scared.

: Confused.

: I would be scared if you were the only English among all those French people.

: He was thinking that that boy just wanted to hurt him.

: He said that English people stink.

: The French kid said that everytime he gets around English people, they stink.

P: How did he finally find his way home then?

: The French boy helped him.

P: What did they say when they had a conversation?

: Are you going to play hockey tomorrow?

: Why didn't he say he couldn't find anybody that knew English?

: He probably didn't want to hurt the French people's feelings.

: I don't think it's fair the way they treat those kind of people.

: I don't think there is any reason to be prejudiced. People are just the same except they might be a different religion or Chinese people like on a commercial. My dad gives to every charity and everything, he likes to help people. My granpa died of a heart attack or a stroke or something and he left me 2 horses. One of them died and now I only have one and I want to give it away to one of my favorite cousins and she's not the same religion as I.

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: If we go to Kentucky, we have to talk with a Kentucky accent.
: Like we have this German family living one house down from us and they are our best friends. We always invite them over and we have a great time. She takes us to the store. One time when my mother had her bones broken, it was that far away from her spinal cord and she took my mother over to the hospital. We had to stay at her house because my father was away in New York. It was really nice. One time we were locked out of our house and you should have seen my brother and the husband. My brother had to sleep in the husband's underwear.

3. All Boys

P: Do you have any questions about this film?
: Why did all those people only talk French? Like some of them talked American too.
P: Why do you suppose that is?
: He was in the French part of the area.
P: Where do you suppose this took place?
: France.
: Canada.
P: And what problems do they have there?
: When the Canadians move into their neighborhoods, they don't like them and they are called, I don't remember what they are called.
: French frog.
: We went up to Canada once and we saw some French people up there and we saw a boy and he was an Indian. He wasn't dressed like an Indian though.
P: What was the movie about? Could you tell?
: I think not to be unkind to people from other states.
: It's about a boy who lived in America and he came across to Canada and you know he started seeing all these French people and he didn't like them. And when he tripped, he said that the French boy did it. It was by an accident, it wasn't on purpose.
: His foot just slipped.
P: He had a conversation with his mother, do you recall what she said?
: About how people are prejudiced.
P: What did she say about that?
: Some of the white people don't like black people and they put the black people in the slums.
P: Does that happen around here?
: Yeah.
: No.
: Downtown maybe.
P: Do you think this movie is real? Do things like this happen? What would be a good example?
: Praying different. They don't like you praying that way.
: Some people don't like Jews and some don't like Catholics.
P: Why did the English-speaking boy get lost?
: Because wherever he went, he got so mixed up because all these people were speaking French and he hated them so much that he just wanted to run, and then he finally found out that he was lost.
P: How do you think he felt?
: Scared

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: Unfriendly.
: He was sorry for calling him a French frog.

4.

P: What did you think this film was about?
: About hockey.
: About that one race of people were away from the different one.
: I liked that part where he called him, "Shut up, you French frog."
P: Yeah, what was that an example of?
: Being dirty.
: Being a brat.
P: Anything else?
: Being a punk.
P: Is there any word that you can think of that could describe that?
: I can, spoiled.
: Prejudice.
P: Who's prejudiced in this film?
: Mark.
P: What did he do?
: He called that other kid a French frog.
P: What did he think about French speakers? What did he say about them?
: Well, I like Canadian French because they play hockey.
: Like when they're going to say "Get out of here" they go "Get out of here." (spoken very slowly)
: They hesitate every word.
P: Where do you think this program took place?
: In France.
: In the United States.
: They brought a couple of kids and gave them like this thing and they'd have to talk funny.
P: Why did Mark get lost?
: Because he wanted to find that kid, so he could tell him ...
: He was running away because of the kid's big brother.
P: What was going through his mind when he was lost?
: He asked everybody if they were Americans to ask them which way to go home and they weren't American.
: I think he was going to tell the kid that he was sorry.
P: What was he feeling? Have you ever been lost? What were you feeling?
: I feel like I was a bad person.
: I was lost once and then my throat starts hurting then I started crying.
: One time this kid and I went down in the woods and we followed the creek so far that it was so hard to get back home. See there's a street named Jefferson Street, we walked all the way up there. We didn't even know the name of the street, because we came from the woods side. So then I went to the booth and we were going to booth 31 and a girl comes along and she takes me there. Then she says, "Lost father, come to Gate 5."
: You get real scared and then your stomach starts to turn and you start to cry.

5. 5 Boys

W: Now you've seen your second program and do you have any questions about it?
: What did it really mean? I didn't get that stuff about the prejudice. I can't say that.
: I think it was about relating nationalities with other nationalities -- Indians with Indians, French, you know, with England and Americans. Something like that.
: Like the Revolutionary War, it's like that because the King was different from the 13 colonies so they didn't like him because he was a different nationality.
: It was the same for the Civil War because they were different nationality, blacks were different nationality and so they wanted them for their slaves because they didn't understand they were people.
: I thought it was about people that didn't get along with other people and they just were left behind. That's what prejudice is.
W: When you saw the people marching, do you know where that was? Do you know what that means?
: Ireland?
W: Not that particular one. They did have something out of Ireland. Why would they have something from Ireland?
: Probably because they are Jews.
: There's lots of Jewish people over there.
W: Are there any fights going on in Ireland now?
: They just had one.
W: When Mark was lost in the French section of the city, what happened to him?
: He kept on running into people.
: He asked how to get to a certain place and no one knew what he said until he came to the boy he was fighting with.
W: Nobody knew what he said?
: No. They were talking a different language.
: I think he was scared because he didn't understand. Like when his mother was talking about prejudice, she said that because people don't understand they get scared. He was scared because he really didn't understand the French.
: When he was playing hockey, he thought when the French boy tripped and fell, he thought he might be prejudiced or something.
: It made him feel hurt because he said, "I'm sorry."
: It's sorta relates to white and black. The younger people, the younger colored people, they really cause all the trouble. If they wouldn't cause so much it wouldn't be so bad but it's them that cause it.
: No, we've caused s[illegible]uble.
: We act like they a[illegible]ls and we spit on them and they spit back on us.
: They do?
: They're people. Really they're not different from us.
: Because Martin Luther King, fireman were squirting them with water.
: They are different from us, but if you were black, what would it be like?
: Yeah, white would be different.
: It's really all people.
: It's that no one really understands.
W: Was Jean-Pierre, the French boy, was he prejudiced?

: No. I think he understood the white, I mean the English and he understood it and I don't think he was scared of the Canadian.

W: Did he ever do anything that was prejudiced--Jean-Pierre, the French boy?

: Oh yeah, he told him to get out of this place, Quebec was only for the French and that Mark was Canadian and he was not supposed to be in there and that he was going to get his brother to chase him out.

W: Was that prejudice?

: A little.

W: What did he say about English people?

: That they're stupid.

: When he was in that restaurant or whatever he said he hated all the English.

W: What did he say at the end of the program when he met Mark again?

: He loved him. Because they understood each other.

: The one kid asked if he was going to play tomorrow.

: I think the French boy made up because at first when they met the Canadian boy was mad and when he learned how nice the French was, he wasn't mad anymore.

: The French boy seemed like he liked the Canadians, but Mark's mother kept trying to tell Mark not to be prejudiced.

W: What about at the end, were either of the boys prejudiced?

: No. Because they got to know each other and they weren't scared.

W: Does being scared have anything to do with being prejudiced?

: Yes, because then they didn't understand and they did things to be prejudiced like not letting them do something -- like in a bus where the black people have to sit in the back because they shouldn't have the same rights and that is because we don't understand them.

: It comes down to that the whites are afraid of the blacks and the blacks seem afraid of the whites and we're more afraid of them than they are of us.

: My grandmother lives downtown and I go to the park every now and then and I cut across the basketball strip and they are playing basketball. There's a couple of whites and a couple of blacks and every time I come to a black -- I'm not saying I'm prejudiced -- but I suddenly get a little scared, you know.

W: Why couldn't Mark talk to those French people in the French section?

: Mark thought that the French were just pouring out words and he couldn't understand them.

W: Why didn't they speak English to Mark?

: Because they were prejudiced, probably.

W: Were there any things in the program that had you puzzled?

: Like whenever they were burning down all those signs and had civil rights hanging on those posters.

: And burning the flags.

W: Did you recognize where they were from?

: I think they were something like British flags. All I saw was two lions.

6. 4 Girls

W: What is prejudice? What is it?

: It's people who can't stand the French. And are sorta nuts.

W: What about in this country? Who doesn't like who?

: The prejudiced don't like the colored people.

: The Americans don't like the French.
: The French don't like the Americans.
: White doesn't like the black.
: The whites don't like hippies.
W: Do you remember when they were marching on the street. Who was marching?
: The Jews.
W: Who was burning the flags?
: I don't know.
W: Did you see a sign in there about Ireland?
: No.
W: Do you know if there is any trouble in Ireland today?
: They're fighting, Catholics and somebody else, are killing each other.
W: Was anybody in the program prejudiced besides Mark?
: The French boy was when he was at the little diner. He said he was going to get his big brother after him.
W: What did he say about the English people?
: They were all prejudiced, every single one of them.
W: Is that being prejudiced?
: Yes. Very.
W: Why did Mark have trouble getting back to the English part of town?
: Oh, he couldn't speak to anyone because they were all speaking French. And he didn't know the way back.
W: Why didn't they speak English to him?
: Cause they didn't know..
W: Don't you suppose that maybe those other people knew how to speak English too?
: That one guy tried to. But they were nice to him. They weren't really mean.
W: Do you think Mark thought they were being nice?
: He was scared because of the way his face was looking.
W: When are people prejudiced?
: When they get mad at each other.
: When they are against each other.
W: Do you ever do anything that's prejudiced?
: No.
W: Tell me what kind of different people live in your neighborhood or in the city.
: Well, there's blacks.
W: Are they different?
: Well, they are different because no one wants to let them live there. There's a place I've seen on TV that they're trying to sell black people or people who are disadvantaged to have houses and letting them have houses and they can pay it off, and they can fix it up.
: There are still the black people. There are still some poor people.

7. 3 Girls, 1 Boy

W: What happened in this program?
: Well, some boys were playing hockey - I guess it was in a park or something - so one boy thought the French boy had tripped him and he called him the "French frog", I thin that's what is was, so the French boy went home. Then the boy who called him a "French frog" went home and he brought up the

subject of prejudice in French people and why they lived where they did. I don't know what it was called, I didn't quite catch the name. But his mother said that people that are prejudiced call French people "frogs" and they don't want blacks to live in the luxury we have.

W: What happened after Mark talked to his mother?

: He went over to his friend's, I think it was a restaurant or where his friend lived, and he went and told him he was sorry for what he called him. When he came back, his friend said that he'd get his older brother and he said that he was really old. So Mark goes running. He runs the wrong way and he goes running everywhere asking people if they spoke English. They just said something in French. He kept on running all over the place.

: He kept thinking that why do French people have to come over. For a few minutes he was sorta prejudiced against them, and he said this is an English-speaking country and he called them foreigners or something. I forget what he called them, he called them a name that wasn't too nice. Then he found his friend and his friend told him that all the people around are his friends and he told him which way his home was.

W: Who was prejudiced?

: Mark.

: I was going to say Mark too because he called that kid a French frog.

W: Was anybody else prejudiced?

: I think the French boy. He said he'd get his brother and he wouldn't accept when Mark apologized. He said that he hates Englishmen. He said that the English stink.

W: Then Mark and Jean-Pierre both were prejudiced? When were they not prejudiced?

: When Mark said he was sorry, then he was not being prejudiced.

: And there was another time at the beginning when they were playing hockey and also when Jean, I think it was, the French boy told Mark which way was home.

W: Why do you think people are prejudiced?

: There might be two reasons. First of all, because they think they're superior about the Jewish or Catholics and different races of people. And they might think, they might not like their nationality, like even if they were Americans they might not like it. And they might try to sort of, you might call it, revenge the other nationality and also the other people that are different from them. They're just used to people like themselves and they don't like anyone else not in their nationality.

W: Why were the boys prejudiced?

: When they were mad at each other.

: I don't think that is really true. I mean when the mother said that some people are prejudiced because they are scared of other people, I don't really think that's true. Unless they are like a different color and maybe they have been in war or something and that might scare them but otherwise not.

W: Was Mark ever prejudiced when he was scared?

: I think maybe when he was playing hockey, he might have been scared that his companions might laugh at him, so he just went ahead and called Jean-Pierre a French frog.

W: Why do you suppose those French people wouldn't speak English to Mark?

: Maybe they couldn't or else..

: They couldn't understand it, and he couldn't speak their language.

W: So you don't think they are prejudiced right then?

: No. I don't think they're purposely trying not to speak it.

W: Why didn't Mark ask the people in the French neighborhood how to get home?

: Because they couldn't understand his language and he didn't know how to speak French.

W: What did Jean-Pierre say about that when he showed up at the end?

: He said everybody is his friend. The French aren't really so bad.

W: Are there things that happened in the movie that you didn't recognize?

: The signs they had on restaurants that said guests and the way they spelled city hall was city de hall. They spelled hall "hull".

: I understood most of the signs because we go to Canada, and we meet a lot of French people and go through French towns. I was in a situation like Mark was in when he was lost in a French town -- I was sort of lost and asked a gas man. My dad was trying to tell him how many gallons and he didn't speak any English, just pure French.

W: Did you see flags burning in this program?

: Were those flags? I thought that was a house.

: Me, too.

W: Where was that? When was that?

: That was when Mark's mother was explaining about how people were prejudiced against Jews, that's what she said.

W: What about when the men were marching down the street?

: Wasn't that Jews and Catholics?

W: What country was this in?

: I'm not sure.

W: Do you have anything else you would like to say about the program?

: I think another time Mark was scared was when he was playing hockey. He probably knew about the Americans fighting the French and he was probably afraid that Jean was going to do something to him so when he fell down and Jean fell down beside him, he blamed it on Jean because he was scared and he thought he'd blame it on someone.

8. 3 Girls, 1 Boy

W: What happened in this program?

: These boys were playing hockey and one of the boys thought another boy tripped him so he started pushing him around and called him a name.

W: What name did he call him?

: French frog.

W: What are some names we could call people in this country that would be nasty?

: Bigot. Some people don't like to be called that.

: Whitie.

W: Blacks would use that, right? What would white people call black people to be nasty?

: Niggers.

W: Niggers, you don't even like to say that, right?

: Boys, because when the Negroes were slaves their masters used to call them, "boys." And Negroes don't like to be reminded of that.

W: Let's see, sombody got called a dirty French frog and then what happened?

: The boy didn't like it and he left. He went home and asked his mother about he was sort of hinting. He really didn't want his mother to know what he did but he was hinting to her. She told him sometimes they call them names and so he decided to go to Jean-Pierre's house again, I mean not again, but to go to Jean-Pierre's house and sort of apologize. When he got there, you know, Jean-Pierre wasn't really in too good a humor so he got mad. When the boy went up to him, he really got scared because Jean-Pierre said he was going to get his brother. So he ran and kept trying to find people who spoke English to direct him to his home and he couldn't find anybody. When he was walking, he kept in his mind, hearing all this French language. Finally Jean-Pierre comes up and directs him to the way home.

W: Who was prejudiced in this show?

: Both boys were, in a sense, at one point, because when Jean-Pierre said like Americans stink or English stink or whatever, you know, he was really getting angry. And in the hockey field when Mark sort of blew up, you know, and started calling names.

W: Why do you suppose people get prejudiced?

: Well, some people think they're the greatest people and nobody else likes them, so they hate other religions or nationalities.

: Because other people think that a different color or different race or different religion isn't as good so they are going to look down on them so hard. They'll think they are, in a sense, a little bigger than they are so they're going to be scared of the others and they are going to try to overcome their fears by thinking, making the different race think well, they aren't afraid so, you know, by calling names they are big, strong, great.

W: Was there anything that happened in this program that you didn't recognize or that was strange to you?

: You know, if you really looked at the details closely, when they were playing hockey, they went right through slush and you know, usually when you play hockey most parents don't allow you to go through ice that has started to melt and so that was pretty unusual. They weren't taking their safety right.

: I don't understand French, so I don't really know where he was, but the only sign I really did understand was the one that said Quebec. So I didn't know where he was.

: Well, there was one that said city de something like hall.

: Well, when the mother was talking to the boy, about, you know, being prejudiced, they had like pictures of different incidents of prejudice and I didn't know if it was some nationality. There was a flag on the wall and they were burning it.

W: What about those people marching down the street?

: They were protesting against the Jews.

W: OK. Where was that? When was that?

: I don't know.

W: What's going on in Ireland now?

: They are having lots of riots. Usually the headlines are about Ireland and Germany -- they're not so much about Vietnam. Of the riots and wars held now, Ireland is sort of a riot place.

W: Do you have any prejudice in your town?

: Yes, because our neighbors down the street from us they're prejudiced against Japanese because the two boys they have aren't so good in sports you know, about like I am. The neighbors next door, one of the boys hit a ball in their window and they started calling them names and any time the

parents are out walking, you know, their dog or something, they start calling them names and their children start throwing stones at the dog and whatever.
W: Is that anything like the prejudice in the movie?
: Sort of, when they call them names.
W: Did you think this program was too long?
: No, because, you know, some educational programs like "The Electric Company" I wish was a little longer and some shows, you know, they're not too great, so I wish they were shorter. But this, OK, this show was really good. I'm not saying it's not good, but it's really good, and I'm glad it was just the time it was. I was looking around the room a few times and some people were sitting there like they were going to sleep or something.

9. 4 Boys, 2 Girls

P: What do you think prejudice is?
: Some people are just afraid of other people because of religion.
: I think people are prejudiced because they don't like the way others live. They are afraid they could change to their ways.
: Hatreds.
: War or something like that.
P: What was the name of this film?
: Inside/Out.
: I think it's "Names Can Hurt."
P: "Names Will Never Hurt," that's what it was. Where did it take place?
: England.
: New York.
: Somewhere in America.
: California.
: Somewhere it's cold.
P: How did the boy get lost?
: He doesn't know how to read French.
P: Why did he go there to begin with?
: To make up with that boy, Jean-Pierre.
: He just wanted to scare them out.
: He didn't want to be prejudiced.
P: What did he call him?
: French frog.
P: I don't know what that means.
: It's something like weird.
P: He kept hearing voices.
: He didn't understand because they were in French.
: He went up to everybody and said, "Do you speak English?"
: There was this policeman and he asked him if he spoke English. The policeman said he spoke French.

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10.

P: What was the title of this film?
: Inside Out.
P: And this film had a title itself. That's the title of the series. This particular film had a title at the very beginning. It wasn't on very long.
: Names Will Never Hurt.
P: What is it talking about?
: About prejudiced people.
P: And in this program who are the prejudiced people?
: The French boy.
: No. I don't think so. It was the English boy.
P: What did the English boy do?
: He said that the boy had tripped him and started calling him all kinds of names.
: The English boy tried to apologize to him and he wouldn't accept it.
P: What do you think prejudice is? What does it mean?
: We hate the person who is different.
P: Different how? How could they be different?
: Language.
: They hate people and you don't like people.
: Nationality.
P: Is there anything else about the movie you want to say?
: Like when that French lady said that they just can't see blacks in the slums--that shouldn't have been in there.
P: That shouldn't be in there?
: It could be in there but it should be like it is now, like the world all mixed.

11. 7 Boys

P: What was the film about?
: He was trying to tell that French boy he wasn't prejudiced.
: It was about these kids who were playing hockey. One of them said that he tripped him, illegal tripping, and he said the French boy tripped him and he called him a French Frog.
P: What were the people trying to say in the film?
: Some people are prejudiced and some aren't.
: Ain't nobody different but the way they talk.
: It was trying to show you, it doesn't matter what race, color, or nationality you are.
: It doesn't matter what race or color you are. I thought that ever since I was about in first grade when I had problems with the blacks.
: Like when people's mothers and fathers tell them to stay away from white kids or black kids or red people or blue people.
: It was trying to teach you that it doesn't matter whether you talk French, or if you talk Italian, or if you're black, or if you're red, or if you're yellow, it doesn't matter.
P: Where did the French come from? Why did they have French?
: Canada.
P: What part of Canada? Do you remember?
: Quebec.
: Ottawa and Quebec.
P: What's the problem there? Have you heard anything about it?

: More French people are coming to Canada.
: Overpopulation.
: Most of them live in Quebec, and the English, the Canadians don't want them and so they don't like it if their kids move into the neighborhood, they might beat them up or something.
: My sister, her French class went to Canada not too long ago, and she was in Quebec.
: They have a lot of problems with sports and things. Like they have to have two sets of announcers, one in English and one in French. When they play baseball games up there they say strike in French and then they say strike in English. They say it both ways. They say everything like that.
P: How do you think he felt, what was running through his mind when he was lost?
: Scared.
: They shouldn't have showed all those pictures, like you saw one picture and then all of a sudden you saw another picture. They started coming in and then one picture would disappear and then you saw another picture and then a third picture would be coming in. Then it would be upside down.
: Everything was running through his mind like he was all mixed up.

12.

P: Do you have any questions about the film?
: I didn't understand what they were saying.
: When they called that guy a "French frog," I understood it cause my mother said that anybody who is, I forget the word...
P: Prejudiced?
: ...would use that word "frog" for an example, and I put everything together and now I understand.
P: How did the mother explain prejudice?
: Sometimes you're scared of a person, maybe of a different nationality, because they are different.

2. "In My Memory"

IN MY MEMORY

1. 2 Girls, 3 Boys

P: Did you understand what went on? Why do you suppose they showed this?
: So people could understand how it feels when a relative or a good friend dies.
: So they know what it means to die. If we didn't know what it meant, that would show what it meant like someone would die in the film.
: They show how people feel when somebody dies.
P: How did the girl feel?
: She was crying a lot.
: She was sorry.
: She was sorry she didn't listen to her grandmother sometimes.
P: The first night she was thinking about her grandmother, did she have any other thoughts?
: She was playing with her doll, pretending it was her grandmother, because she missed her grandmother.
: I didn't think that was right because when she was pretending that the doll was her grandmother, she was like tucking the doll into bed. It just didn't seem right.
P: Why do you suppose she did that?
: Maybe she felt that so she wouldn't forget about her grandmother.
P: You remember at the very end of the film, the person that came on the film said something, didn't he? He said something to you. Do you remember what he said?
: He had some questions.
: How would you feel if somebody died?
: I was upset because my grandmother died about three years age, and I was in first grade, I think it was. She was going to be buried in New York, so we had to get all the way over to New York because we wanted to watch her be buried. I felt real sad.
: My grandmother died, I think it was in 1968, it was awhile ago, and my aunt was in Pittsburgh and she was in the house. I was playing with my cousin at the same time. My aunt Becky said, "Your grandmother dies," and I didn't believe her. I said, "No, she didn't. No, she didn't." I didn't believe her.
P: Did anything like that happen in the film? Not believing?
: Yeah. They were playing tag. They were using their squirt guns, and one of the girls feel from the steps. They thought she was faking, and maybe she did get hurt, but then she started to laugh, and it wouldn't seem like she got hurt if she started to laugh.
: In the beginning when she came home, and they said that their grandmother died. She said, "Can I give it to her," and they said, "No, your grandmother died." I don't think she believed them and then she believed them.
: She didn't understand what it meant, what death meant.
: I think she realized that she had lost somebody.
P: Harry, what do you think? You think maybe parts of it weren't so real or make-believe?
: It could have been make-believe, because they could have really put some one dead into the ground, but they could have just took a casket and put it in the ground and then took it out.
: Coffin.
: Casket.

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: And take it back out and then really put someone in, it could have been empty when they put it in.
: It probably was fake.
: Could be real too because maybe somebody did die, and they went to the funeral.
P: Why do you suppose she was so sad?
: I think she seemed sad because she probably loved her grandmother very much and she just felt kind of sad.
P: Was there any part of the movie that sort of made you understand things she had done with her grandmother or things that had made her close to her?
: It showed a picture when they went to the zoo and she was having fun with her grandmother.
: And planting the flowers.
: She showed the pictures when her mother was as old as her and she had her, and when she got older.
: And when she was real young.
P: Why do you think they put that part in the film?
: To make you understand how much she loved her grandmother and her grandmother loved her.
P: When Linda asked her parents, remember, they finally talked about dying, what questions did she ask?
: Would she ever come back again?
: And her mother said, "Never."
: "What does death mean?" she asked her mother.
: Where do you go when you die?
P: After she found out her grandmother had died, the cousins came over, what went on there? What do you think was happening?
: They were playing policeman and robbers.
: One of their mothers or fathers probably said, "Go outside and play." They didn't tell it but they probably said it because they wouldn't feel so sad.
: That's what you really would do if someone died in your family, your cousins would come over to your house and the children would play, and the grownups would have a conversation together.

2. 5 Girls

P: What was the title?
: Inside/Out.
: That was the name of the series, and this film itself had a title.
: In My Memory.
P: The man came on at the very end of the film, remember what he said?
: No, not quite.
: How would you feel if you were in her place or something like that.
P: Do you think this was a good question?
: My grandfather died two years ago.
: My dog died.
: My grandfather died before I was a baby.
: My grandpa's sister died and we were crying when she died.
: My grandmother died a year ago. I didn't go to the funeral. I'm scared of death.
: Once I got in the basement and I was scared to go down in the basement for another week after that.
: There was a dead rat in our basement.
: My next door neighbor's wife died, and so we went to see her, and my sister said she's sleeping so let her alone and let her sleep. I was scared.

P: Do you think that was a good way to explain that?
: She's sleeping in a different way.
P: So you all had someone or something close to you die, in the last year or so. Do you think what happens in the film was kind of like what happens in real life?
: I almost died once.
: She just looked regular. You could tell that she was acting.
P: If you had to put into words to describe her feelings....
: Sad.
: Happy.
: Happy? (group response)
: With her cousin, she was having a pretty good time.
: That one kid asked where his grandmother was and they really couldn't answer him, because he wouldn't understand. They said go play.
P: Linda asked that question in a way to her parents, didn't she? What did they tell her?
: She was dead and she couldn't come back.
: Then she said, "She won't come back?" And her mother said, "Right."
: She asked if she could shw her picture to grandmother now.
: That's how my grandmother and grandfather died, of a heart attack.
: My dad had a heart attack, but he didn't die. He was smoking, that's how he had his heart attack.
: I had pneumonia once and I almost died. I was three years old.
: My mom is still smoking, she's not having a heart attack at all.
: My grandmother died because of something where they kept her bladder opened up and she threw up a gallon of water or something.
: When you get your tonsils out, you can do that.
P: You mentioned she wanted to give her grandmother a picture after she knew she died.
: She thought they were kidding her or something.
: She really didn't understand it.
: I don't think she knew what the word "dead" meant.
: I thought that she thought that her grandmother was at the hospital and she was very sick and she didn't die yet.
P: How old do you suppose this girl was?
: Eight or ten.
: She was about five or six years old.
P: If she was ten years old ...
: She'd understand what dead means.
: I think she should understand that by now.
: At the beginning, when they talked about the hospital, I thought they said the grandmother was deaf.
: I thought they said deaf.
: And they were crying all over the place.
: I saw this old lady and I thought she had a white moustache.
: When a lady dies, they dress them in a white nightgown.
P: Let's see, Karen and Pam have been to funerals. Do you think the funeral they showed in the film was real?
: No, because the priest takes the coffin to a church, then he says a prayer and then they take the coffin to the cemetery.
: It wasn't down under the ground.
: She wasn't in there.
: There wasn't a close-up, how could you tell she wasn't in there, because it was all covered up.

: They were acting and nobody was in there.
: Maybe she was hiding under the porch.
P: Why do you think that Linda was so close to the grandmother?
: Because her grandmother lived with them.
: It looked like a grandmother's house.
: They said that the grandmother always coughed.
: She said they wouldn't have any good dinners anymore.
: And the little girl was in the house; her grandmother was fixing her hair.
: And when she came home from school and she wanted to play cards with her grandmother.
: She wanted to give the picture to her grandmother.
: Her grandmother took her to the zoo.
: And she showed her the pictures of her ancestors and relatives.
P: Why do you suppose she showed her those pictures?
: Maybe she wanted her to see her faraway relatives or something like that.
: Myabe she wanted to see what her grandmother looked like.
: When she was thinking back before her grandmother died, it looked like they were going in slow motion.
P: Why do you suppose they did that?
: It looked like a robot you turn on in the back.
: They probably do that so they know what they are doing. You know what she's thinking. So you can tell what she's thinking about.
: If they were doing it in fast motion, we wouldn't know what they were doing.
: I think they were regular but the movie projector made them go like that.
P: Is there anything else about the film you wanted to talk about that we haven't talked about?
: Why would they make a film like this about health?
: Well, maybe it shows how you would keep your body in good shape and foods you would eat.
: It shows how people die.
: It shows how somebody feels when somebody dies.
: And how you have to watch yourself so you don't get sick.

3. 5 Boys

P: What was the title of this movie? What was it about?
: It was about this girl. Her grandmother died and she went to the funeral and her cousins came, her girl cousins, and they played. She was faking she was dead when she fell.
: She couldn't sleep. She was crying.
: She was scared when her grandmother died.
P: Do you remember at the end of the film when the narrator came on and he said something, and then he asked a few questions? Do you remember what they were?
: How would you feel if your grandmother died?
P: Think that was a good question?
: My cousins were crying, my mother was crying, my aunt was crying.
: And I was already to cry.
P: Is this the kind ot thing that happens in real life?
: All people die when they're old, when they get old.
: I remember when my grandmother was in the hospital. She had to go back in again. She's out now.
: In the movie she had pneumonia and died.
P: What did Linda feel, do you think?

: She felt confused. She didn't know what was going on.
: She was afraid that it would happen to her.
: Afraid it would happen to her mother, and she wouldn't have a mother.
: Maybe she thought her grandmother would come back tomorrow.
P: When did she find out about her grandmother's death?
: When she came home from school with her picture and her parents told her about it.
P: What did she say after that?
: When can I give Grandma the picture?
P: How would you feel?
: I wouldn't feel that way.
: I would feel like regular.
P: Why do you think she cared to much about her grandmother?
: She was special.
: She would take her to the movies.
: To the zoo.
: That was real sick when they showed when her grandmother turned yellow.
: In "Airport" when they didn't have air, they turned purple.
P: Do you think this is a good movie to show at your age?
: It's good to show to us because when it happens to your own grandmother and grandfather, then you'll know what it's like.
P: She had some questions to ask about death, didn't she, to her parents? Remember what she asked? What was on her mind?
: How do people die?
: If her grandmother would ever come back?
P: What did they answer?
: If her grandmother woudl ever come back. Her mother said, "Never."
: And she said, "Why not?" She didn't know what a stroke was, she thought Grandma would come back maybe. She was just maybe back in the hospital for something but she really died.
: And she asked, "Why couldn't doctors help her?"
: Well, they do all they can, right?
: I think they should have showed it to younger people to explain what can happen.
P: You remember when they showed the memories, the memory scenes? What was different there?
: It goes real slow.
: They put it in slow motion so it would be like memory, not like real life.
P: What do you think this movie was about?
: About what can happen to older people.
: It could happen to younger people.
: It could happen to all kinds of people.
P: Do you think that Linda's feelings were important in this movie?
: She saw everything. Her grandmother was dead and she remembered all the things, and it made it worse.
: They should have made more about after Linda's grandmother died and she gets older.
P: You'd like to hear more about Linda?
: They should have told how old she was.
: Like another film about Linda, when she got older and when she remembered when she was a little girl and what happened to her grandmother and she got scared.

4.

P: What did you think of this movie? Did anything happen you didn't understand?
: The scene where she was getting all the flowers on her coffin.
: I didn't understand that part either.
: It was pretty scary at the beginning because when she died, she cried and her mother cried.
P: What do you think the program was about?
: About the way people die.
: The special part was when she said, "Why did she die?" and she said, "Everything stops, your heart stops, your brain and everything."
P: Why do you think she cared so much about her grandmother?
: When she was a little girl, her grandmother used to do things with her.
: Because she loved her, and she spent a lot of time with her.
P: If you had to put yourself in her place, what kind of feelings did Linda have?
: Sad.
: Scared.
: And at night, her stomach, she wasn't getting any sleep at all.
: Linda didn't know if she would come back or not.
: This little boy, he said, "Where's Grandma? Where's Grandma?" all the time.
: My mother's brother's wife's mother had her son die because he was working on a truck and it fell on him.
P: She asked some question about death, didn't she, to her parents? What was on her mind?
: She wanted to know, would her grandma come back?
: Where she'd go after she died?
P: They didn't tell her the truth?
: They did, but she was so confused, she didn't really understand.
: At the beginning she said that her grandma was struck, then when she comes in the house, they tell her what happened.
: When you die, your heart stops beating and you stop thinking.
P: What did they say about life and death?
: Everyone has to die.
P: At the funeral, she had memories, didn't she? What were some of the memories she had?
: Some of them were about helping.
: They were planting flowers.
: Combing her hair.
: And maybe, I think it was going to the zoo.
P: Was anything different about these memories? Was the film different?
: They stayed on the same thing all the time. She always thought of her grandmother.
: And she was talking. Her grandma was talking to her.
: It was like a dream, because whenever you wake up you're not finished with it.
P: What do you think this movie was about?
: It's really about somebody dying.
: When someone dies, what happens.
: It's really like about life and death.
: And when someone dies, it shows you all about like when you die, you. have to be buried and put in a coffin.
: Well, it's about Linda and her grandmother because she's awfully close to her grandmother.
: I want to watch the rest of it. It's a good story.

5. 5 Girls

W: How do you think you ought to deal with death?

: Just be nice to them all the time and then you won't feel that bad when they die.

: She said sometimes she didn't do what her grandmother told her.

: It showed that one picture of them brushing her hair and she was being mean to her.

W: What was the program trying to tell you about death and dying?

: Be nice to people.

: It shows when you die, what happens to you.

W: How do you think you ought to feel when someone dies?

: Sad..

: We went to my grandmother's one time and she wasn't crying at all and I think that was her uncle or something. He died and she wasn't crying at all.

: This man died and I didn't know who he was and I cried because we went to see him.

: I hate to go to funerals.

W: Why do you hate to go to funerals?

: Because they're so sad.

: Sometimes you hear that music playing and that gets you.

: I was standing beside someone, my uncle or my grandmother's uncle and I thought he was BREATHING!

W: What did the program have to say about death and you and your parents?

: It's going to happen to us someday.

W: How are you going to react to it when it happens?

: Sad.

: You won't know because you'll be dead.

: You don't even know if you're dead or not.

: I'm going to cry every day.

: A tear every day.

: I'd look at their picture every single day.

: But that will make you worse because you'll look at them and wish they were alive.

W: If everybody's going to die, why should you be sad about it?

: Because you'll miss them and while you're still living they won't be on earth.

: And then when you, I don't know if you go up to heaven or something...

: You're not sad when everyone dies but when people you know die, then that makes you feel bad.

W: How long do you stay sad after somebody dies?

: At least a week.

: At least a year for me.

: At least the rest of my life.

W: What should you do when you're sad?

: Just don't think about them.

: Think of nice times and all that.

: Talk to your parents or something about it.

: When my dad was in his office, the man right beside him, he heard him choking, and he went over and he was dead. He called the people to come up, but they didn't bring the air or anything.

: He could breathe in his mouth.

W: Do you think little boys will react to this program as well as little girls?

: No. My brother, he doesn't care about people when they die. He doesn't even think they're dead. My brother, he doesn't evn like to go visit them.

: Boys just don't care as much as girls. And they think they're too good and they don't do it.
W: What do you think happens to people after they die?
: They get buried.
: Your bodies disappear or something because there was birds and we buried and I digged it up and there was nothing there.
W: What did the program have to say about what happens after you die?
: You like get buried and your spirits go up and then for a long time you disappear because you rot away.
: And people still have your spirits though.
: One time my grandmother, my mother's grandmother died and where we used to live but she didn't die in that house and I always thought about her and I was just a little baby and I wanted to meet her, I saw her up on the stairs on Christmas one day and I started screaming and I got my dad and came back and there was nothing there.
: If you die and you have a baby which is just born or something, who is going to take care of it? If your husband is at work and you have your baby at home and you have no other children and the baby's sleeping and you die, no one knows.

6. 5 Boys

W: How did this program make you feel?
: I experienced something like that with my grandpa. He died. I wasn't doing very good school work because my mom told me in the morning and I felt bad about it and I couldn't do my school work.
W: Well, how are you supposed to face death?
: Well, it's a beginning of a life. If you've gone to church and you believe in God, you just start another life.
W: Is that what the program said?
: Yeah, sort of, in a way. Like when the guy was explaining to this little girl what it was.
: You go somewhere and live someplace else up in the sky.
W: What did the dad say?
: People get born and people die.
W: What did he say in between?
: They blossom.
W: Does everything that's alive die?
: Not all things. Like some plants don't die.
: They die sometimes. After a long period.
: Five thousand years.
W: Do you think the people in the movie were too emotional?
: They cried all the time.
: Yeah, I didn't cry.
: I didn't cry when my grandpa died.
: Yeah, but the girl really liked her grandma though.
: I think it would be better if she came back to life.
W: Can that happen?
: Well, in songs they could.
W: In songs?
: Yeah, like that cat song. He passed the market place where they sell fish and he came alive again.
W: Did you notice what the mother did for the little girl when the girl was crying?
: Cried with her.
W: And what did she say about that?

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: Crying was all right, especially when two people are doing it.
W: If you were going to make this program over again, how would you improve it?
: Not so much crying.
: I'd rather have this guy with a black cape who walks up riding a mean old horse. The horse jumps on the grandmother, he starts riding the grandmother down the street and she falls off and she dies.

7. 3 Boys, 3 Girls

W: Do you expect you might be in the same situation some day?
: I've already been through it because my great-great-grandfather died.
: My grandmother died. I cried all the way.
: My dad's dead.
: My sister's been through it, but I haven't been through it.
: I cried all day.
W: What did some of the people in the program say about death?
: Their heart stops beating. And their brain stops working.
: She had pneumonia, and when they have pneumonia, they stop breathing and their heart stops pumping.
: They can't talk right.
W: How about when they played the game with the guns, the water guns?
: That's like me only I use a bucket instead of a gun.
W: Why do you suppose that Linda played like she was dead?
: She wanted to fool them.
: She was thinking of her grandma.
: She said that the boys couldn't catch her and she wanted to fake so they wouldn't catch her.
: I thought she really tripped off the steps.
: I knew she was faking it, because she was smiling.
W: What did you think of the man who was her father?
: He was very sad and serious.
W: Did you notice anything different about him than most men?
: Yeah, most men cry when their grandmothers die, but I don't think he did.
: He was real serious. My dad isn't serious.
W: What about the beard. Did you notice the beard?
: Yeah.
W: Do you remember toward the end of the program, where Linda and her grandmother were playing together? What was that all about?
: She was bringing back the memories.
W: Did you notice anything special about that part?
: She was little and they went kind of slow.
: It was sort of weird when they stopped. And the end when she was in bed.
W: Do you think that was a good way to stop the program?
: No, because I was really interested in what was happening when she woke up.
: I would have liked if they would have showed her in the casket.

8. 5 Girls

W: What did Linda's mother say about crying?
: It's nice to cry together.
W: What did you think of the father? Was he like your father?
: No.
W: How is your father different?
: He's tall, black haired, doesn't have a beard.

: My father wears bell bottoms.
W: What was it about that father that was different?
: He looked like a scientist.
: He talked funny like he had a cold or something.

9. 7 Boys

W: What did you seven boys think about this second program?
: It was scary.
: Sad like the cemetery.
: It's scary when you go to sleep.
W: What was it about this one that you didn't like as much?
: I just didn't like it because they didn't have no fighters or nothing good like that.
: There wasn't any action in it.
: It was real sad because the grandmother died.
W: Let's talk about the people that were in the program.
: It was about the grandmother died and the girl cried.
: The mother and father cried too.
W: What was the program trying to tell you about dying?
: It's a sad feeling.
: Someday you'll die and people will feel sorry.
: Everyone has to die because of oldness.
: If you have allergies you can't die.
: Like if someone didn't die, it would be too much population here.
: And no one would be dying and every nine seconds a baby is born.
W: You were saying they were playing dead. Linda was playing dead. Why do you think she did that?
: Because she tripped.
: And she was thinking about her grandmother.
: She wanted to give her grandmother a trick.
: She wanted to know how sad it would be if somebody died.
W: She was kind of experimenting with what it was like to be dead?
: But you can't really tell.
: You can't tell anybody what it's like.
: Like they put that thing on her heart so it would be all right.
W: Did you like the father?
: Yeah.
W: Did you think he was a good father?
: Yeah, except for his beard.
: I don't like beards. I don't like a man that's so old either.
W: What about the mother?
: She started to cry.
: At least on movies or television when something happens, at the end, my mom always starts crying.
W: You think so. At the end of the program, Linda and her grandmother were doing things together.
: Oh yeah, she was thinking about it.
W: Did you notice anything about the photography in that part of it?
: Yeah, it was like skipping.
: Flashbacks.
W: What happens to people when they die?
: They just go to heaven.

: Like the lights go out.
: They go to sleep.
: If they were good, they went to heaven, if they were bad they wouldn't die.
W: Did the program say that?
: No.
W: The program said they go somewhere, didn't it say that?
: Underground.
W: What did Linda's mother say we should do when people are dead?
: They'll still come back as a memory.
: they'll never die in our memories.
: That everybody has to die once in awhile, they can't live on forever and ever.

10. 5 Boys

P: What did you think of the movie?
: I liked the first one better, "How Do You Show."
: Me too. That was too sad.
: It was kind of dull. No violence.
P: Why do you suppose they made this film?
: To show you how people feel and how their emotions are to death.
: There was so much sadness in it. It was a lot of sadness.
P: Do you think the program is sadder then it is in real life when someone dies?
: It depends on how close you are to whoever dies.
: They could leave out going to the graveyard and the funeral. It was too sad.
P: Why should they leave that out?
: Because in the funeral, it's real sad and everybody is crying. If you are watching a movie like that in school, it may make you think of something or someone close to you that died.
: It's different when you show funerals. I only saw one program that ever showed a funeral. You get to know what it's like. It's like you don't go to them until you get older. My mom won't let me go to any.
P: Someday someone close to us may pass away.
: My aunt's husband's grandmother died and I went to the funeral and we went to the cemetery. There wasn't anyone crying, I don't think.
: I didn't understand it in some of the parts--like the girl...I just didn't understand it.
P: What happened at the very beginning of the movie?
: She was walking home from school and the girl was talking about the grandmother. Two weeks ago she had a stroke and she was in the hospital and the little girl painted a picture for her.
: And then when she got home, her parents tried to explain to her how her grandmother died. And then she asked what she should do with the picture.
P: And what did the mother say?
: She said that grandma is dead.
P: What was going through her mind then? Did she seem to understand?
: She didn't understand at all.
: She didn't know where you went.
: After the father said that she was dead, then the little girl said, "When can I give her the picture?"

P: Somethings are hard to understand. This was her grandmother, so whose mother was it?
: Her mother's mother.
P: How do you know that?
: Because her mother was crying.
: If it was the father's mother, the mother wouldn't be crying.
: Because she said at the end that I was Grandma's daughter and you're my daughter, or something like that.
P: That's right. I remember that. Well, what happened that night?
: She didn't get to sleep.
: She was playing with her doll. She pretended that one of them was Grandma.
P: Do you think maybe you would do that?
: I haven't got any dolls.
: I would use my monkeys.
P: Why do you suppose she did that?
: So she wouldn't feel sad or anything.
: She could pretend like she was living.
: She was just pretending.
: She would feel more secure during the night like her grandma was with her, as if her grandma didn't leave yet.
P: Why was she so close to her grandmother?
: Because the Grandma was living with the girl since she was five. The girl had hardly any friends so she used to always play with the grandmother. She used to play cards.
P: What are some of the thoughts she had? Memories that she had?
: The garden.
: They went to the zoo.
: Also the other part at the beginning, you know when they told her about it, she remembered her grandma sitting there, having trouble breathing, it looked like.
P: You remember the memory scene, was anything different in the program?
: It was kind of blurred.
: It was slower. It was like in slow motion.
P: Okay, she was in her bad and she was thinking these things and then her parents came up the stairs, didn't they?
: She was eavesdropping.
: They were talking about how they were going to have to explain it clear to the girl that she's dead. And that she'll never come back.
P: And what did they finally do?
: They didn't tell her that.
P: Why not?
: They said let her sleep because she's all worn out.
P: Then the next day came, and what happened?
: Then the cousins came and they were playing and running around. She shot the two kids with her squirt gun and then they started chasing her and she fell down the stairs but she was okay. She just laid there for a couple of minutes, then she got up and went "Boo." Then the other kids said, "Where's Granny?"
P: Why did she do that? Why did she fake being hurt?
: To worry them so they'd get all worked up and run.
: There was a boy--he was older---and there was a little girl. They were talking about his dog. And he said that he was playing with it and it ran out in the street.
P: Why was that in the program?
: So you will remember stuff like whenever little stuff died.
: Like when they are close to them when they die.

: It seems like when their pet or someone dies they think them back.
P: The parents finally did talk to her, didn't they?
: They explained death and that you don't come back and other stuff like that we'll remember Grandma all the time. She'll be alive with memories. The girl wanted to ask questions. She asked, "Where do we go?" and all kinds of other things.
: She asked where would you go and she asked when will she come back?
P: What did they tell her? How did they answer the question?
: They told her that you never know where you're going to go and what was the other question?
P: I think she asked what happens when you die?
: The father said that you stop breathing and your heart stops pumping.
P: What other things could they have told her? What would you want to be told?
: Like explain a little more. You know, they just left you hanging there.
: They could have explained how she had a heart attack, because her cousin was talking about it, and they didn't understand as much.
P: What happened next in the film?
: They asked her if she wanted to go to the funeral and she said, "Yes."
: So then they went to the funeral and there were all these people that she didn't know. She thought they must be Grandma's friends.
P: When they had the service, she was thinking of things, wasn't she?
: She remembered at the garden and her grandmother picked some flowers.
: At the zoo.
: They were doing something, playing with something. They were sitting in a room.
: Her grandma was combing her hair.
: She'd get on one side and the girl would go like that and then she'd get on her other side.
: When they were combing her hair, the grandmother siad something like "sweetheart" or something like that.
: They were looking at pictures also.
: And she said everything has a beginning and an end.
: And this was your mother's grandmother's something. There's this picture like when they were one.
: She died and you usually remember things that relate to her death. She happened to be showing them things and about great-grandmothers and when she was younger and stuff like that.
P: Anything else?
: She was crying and said something like, "Are you crying?"
: Cry with me and I'll cry with you, or something like that.
P: Why is that better?
: To cry together.
: I never cry with my mother.
P: Do you think that helps?
: Yeah, because when I cry, then I can get attention.
P: At the very end the narrator came om and he explained some things. Do you remember what he said?
: He said why didn't Linda know about it or something.
: Why was Linda confused?
: Why was she confused, why...some other questions.
: Something else abou the memory.
: He said two questions.
: It was different, because in the other one, "How Do You Show", they didn't have a narrator and there was nobody thinking to himself.
: And they didn't have anybody singing.

P: Do you think the other movie might have been better if they had had a narrator?
: No.
: They might have had what some kids thought.
: You know, like thinking to himself.
: The other movie was a lot better, I think, because this one wasn't much, you know, it wasn't for kids. It's not as much for kids.
: It was sad.

11. 2 Girls, 3 Boys

P: What did you think of that program?
: I didn't like that part with the grave.
: It reminded me of my grandmother.
: That reminded me of my uncle, too.
: They just had that little part about her memories.
P: You'd like more memories?
: Yeah.
P: Why more memories?
: It's better than listening to the guy standing there saying that. You know, the priest.
: Cut out that part about the grave.
P: Does this program have anything to do with the other program, "How Do You Show"?
: They're not the same kind of film but they're sort of related, like same time, and they're just stories. They're not like a soap opera that keeps going and going and they don't have a real ending on them. They just keep going.
: Well, they sort of are alike because they both have kids in them and they have a problem. Not really a problem, but the first one sort of had a problem and then the second one didn't understand. She had a little problem.
P: So they're both about problems that people sort of your age maybe have. That might be one thing that would make the films sort of the same. Anything else?
: It was sad, that's all I know.
: Why would you have that kind of stuff for little kids?
P: Well, I don't know. I'll ask you the same question.
: Because if they don't have it they're going to find out about it sooner or later, one way or another.
: And everybody's going to be scared then.
: Their grandma's are going to die, but not if they see it in a movie. If they see it in a movie, it's not their grandmother, but they'll know how the person feels and they'll probably feel the same way.
P: Do you think this film could help you?
: No, I wouldn't have changed anything because it's better to die if you're in pain because if you just stay alive in pain, you know. My great aunt was in pain for almost two years and then she died. She was in the hospital.
: It's like torture, if you stay alive.
: Well, my grandmother can't see and that's like a torture too, She's 92.
: My mom is studying about Jesus and all that stuff, and this is the first time she's every known it and she's telling me about death like you'll have a second life.
P: A second life?
: I really don't understand it but she's yakking about it all the time.

: There's a girl in my brother's school who got killed in a car accident. It was best for her to die because she had a hole in her head and everything. Glass was all in her arms.

P: Do you think it was good to see what happens at a funeral?

: Well, it taught me one thing. I'd never gone to a funeral before. I don't see why we're not allowed to go to funerals because we're old enough.

: My parents would let me if it was around here but only one we've had was in New York.

: It would be pretty boring.

: You're just standing there. It's like a wedding, you have to stand, you have to sit down. It's just like when you go to church, because you can't understand what the guy is saying. You're sitting there looking at your book.

: The thing wrong is that we always get back seats and you can't hear the preacher.

P: Do you remember the beginning of the film when the girl was walking along, walking home, what was she thinking?

: She was happy and she was thinking about her grandmother.

: She painted a picture for her and everything.

: She was thinking how am I going to give this to her.

P: When she came home, what did her dad and mother say?

: He said that mom called me from the office because the hospital called her and she was very ill. We went over to the hospital and she was dead. And then the girl asked, "When can I give this picture to her?"

P: Yeah, why did she ask that?

: She really couldn't imagine that her grandmother was really gone.

P: Why is that?

: Because it happens so fast, like when you die so fast.

P: Well, that night, what was she doing and thinking about?

: She was thinking about her grandmother and playing with her doll and thinking it was her because she was lonely.

: And then she was thinking about what happened when she didn't obey her grandmother.

P: Her parents came upstairs, they came up together. What were they talking about?

: They were talking about whether he was going to talk to her.

: He was going to tell her.

: They were going to tell her that night, they had decided.

: They wanted to tell her, to make her understand more.

P: Did they, finally, did they tell her?

: Yeah, the next day.

P: Then what happened the next day?

: Her cousins all came.

: They tried to cheer her up, I guess.

: No, because the little kids in the cousins didn't know.

: "Where's Grandma?", they asked.

: And then the girl pretended she fell down the steps and she pretended she was knocked out or something.

: I first thought she was dead.

P: Why did she do that?

: Because she wanted to get away from them.

: She wanted to be with her grandmother.

: Maybe she was trying to make fun or something.

: I did.

P: You did what?

: I wanted to be with my grandmother because we had just gone down for one day--it was just here in September. My grandma was sick, real sick, and she kept on getting sick so we kept going down and everybody saw her. they knew she was going to die that day. My mother knew, so everybody, all my cousins, saw her. My dad said that he didn't want us to see her in pain, so we just stayed at our other grandmother's house because they both live in Ohio.

P: You say you wanted to be with her. Did you feel like that girl did maybe?

: I wanted to be with her because I never saw my godfather. I never saw my grandfather and I didn't want her to die.

: My dad said that when his dad died, he died when my dad was only four. He said that he wanted to be a miner and get killed in a mine too.

P: When the parents in the program finally did talk to her, what did they say?

: She said, "Where do they go?"

P: How did they answer?

: They're not sure.

: They're not sure but they think they go someplace.

P: Do you think that was a good answer?

: No, they should have told her where they really go.

: Well, they don't know where she's going to go.

: they don't know if it's really true.

: Yeah, they just might not go anywhere, stay in her coffin.

P: What did she think about during the funeral?

: She thought about the memories.

P: What were some of those memories?

: When she went to the zoo.

: When she was shoveling.

: Gardening.

: Showing the jewelry box with pictures in it.

: She said, "Here's your mother when she was a little girl and that's me."

P: Why do you suppose that they put that part in the film?

: Because at the end she said you have a time to live and a time to die.

P: There was that night of the second day and what happened to her that night?

: She was crying and her mother came in and said that it's better to cry together.

P: Do you think that's true?

: Yeah.

: No.

: I'd rather not cry with my mother.

: She said that she was her mom and someday you'll have a little girl.

P: There was a fellow that spoke at the very end after the film stopped and remember what he said?

: He asked how do you think she felt?

: How would you feel?

P: Did you think about them?

: To answer the first one, I'd say "sad".

: And the second one you couldn't answer unless your mother or somebody died in your family.

P: Is there anything else you wanted to talk about that we haven't mentioned?

: How did it end up?

: Did she forget about it or....

: They couldn't really show but they could have someone talk like the guy who asked the questions.

P: Yeah, so maybe you'd like to know what happened to her afterwards, like a week or a month. Do you think she would forget?

: No.

: I didn't forget.

: She was so used to her grandmother.
: She'd forget sometimes.
: My dad, when my dad's dad died, he got a dog to forget his troubles.
P: So maybe she would get a pet or do something to help her forget.
: Yeah, because she didn't have any brothers or sisters.

12.

P: What did you think about the film this time?
: It wasn't as good as the other one, "How Do You Show."
: This one, I thought was a little more grown-up.
: I didn't think so, because that little girl didn't know anything. She didn't know what you do when you die, or what a stroke is.
: Maybe she's just little.
P: How old do you suppose she was?
: She was probably about seven.
: Six or seven.
P: Did this program have anything to do with the other program you saw?
: How you show your feelings when somebody dies.
: What did they call this film?
: They called it "In Memory."
: It was more realistic than the first one.
: That lady and that man kept on crying all through the film. They never stopped crying.
P: Do you think that happens?
: No, not all the way through.
: They could if they were really unhappy.
P: Maybe they were very close to the grandmother.
: Yeah, because is said in the beginning that she lived with them.
P: When she was coming home, what was she thinking?
: She was sort of thinking that her grandmother was going to be better.
: She was bringing a picture home for her grandmother, because she knew her grandmother was in the hospital.
P: And when she came home, what happened, what did she find?
: She was dead.
: That her mother and her father were sitting on the couch. They told her to come in, so she did. They told her that the doctore said that she was really old and so they went to the hospital and by the time they got there, she was dead.
P: What did she say to that?
: She was pretty sad.
: She didn't know what was going on. She didn't understand.
: She couldn't get to sleep. She had this doll and she pretended that that was her grandmother, because she really liked her grandmother. She liked to play with her grandmother so she just played with the doll and thought that it was her grandmother.
P: And her parents came up the stairs then. Do you remember that?
: She was listening at the door.
: They were talking about should we tell her more about grandmother.
: They decided to let her have her rest.
P: Then there was the next day and the cousins came. What happened?
: Her little cousin came out of the door and they started playing. The mother and father greeted their aunt Betty.
: The little kid wanted to know where his grandmother was.

P: That night she finally did talk to her parents, didn't she?

: They were playing cards down in the family room.

P: And when she finally talked to her parents, what questions did she ask?

: Will she ever come back?

P: What kind of answers did she get?

: One said we believe there's a place or something like that.

: But nobody can tell.

: Then she asked, "Will she ever come back?" And her mother said, "Never.", so she tucked her in and went away.

P: Do you think that's a good answer that they gave her?

: Yeah, they were telling her, it would be better than saying like "Maybe" because then she'd be stuck with that question for a long time.

: And she might look forward to her coming back.

P: Then the funeral itself took place and during the funeral she was thinking about things. Do you remember what was on her mind?

: She was thinking about the good times.

: There was a summation of everything.

: She was at a zoo.

: I thought it could have been speeded up, like it really happened.

P: Why do you suppose they used that slow motion?

: Because when you remember back, like if I remember back when I was small, I couldn't remember that fast.

: I think, I'm not sure what she was doing, but she was thinking back on her grandmother trying to breathe.

P: Any other memories?

: When they were digging in the garden.

: Yeah, they were showing their pictures. Pictures of the grandmother and the grandmothers.

P: But what did that have to do with the film?

: Because the grandmother was telling it to her and I guess her grandmother had her mother and...

P: Did she say anything to her?

: She named the people.

P: What did she say about the people?

: I think she said you might have a little girl of your own or something like that.

P: After the funeral, there was a second night and she was very lonely, she was crying again. Her mother came in and what happened?

: She said, "Are you crying?", and she said, "Yes." The mother said, "It would be better to cry together."

: I think that when they were playing cards when they slapped down a card, you really could hear the card thing slap down.

: When they were playing cards, they kept thinking of her grandmother and they kept asking question. You could hear the other people asking questions.

: And they looked over at the other people to listen.

P: At the very end, the narrator came on and asked questions. Do you remember what those questions were?

: Yeah, what were her feelings and put yourself in her place.

: What feelings would you have?

P: Is there anything lese you'd like to say?

: This one was so sad.

: I didn't think it was too realistic, it was sort of fakey.

: She just stood there with the tears, she just stood there.

: When you cry you sort of have baggy eyes.

: I don't know how they make them look like they're crying.

13. 2 Boys, 2 Girls

P: Do you remember what the narrator said at the very end? Did he have some questions for you?

: At the end of the film?

P: Remember what they were?

: Have some thoughts or something like that.

: Have expressions or something like that.

P: What do you suppose the film was about?

: Don't worry if something happens like that.

P: Don't worry?

: Like that girl did, too much.

: Probably they wanted to show you that when you lose something you don't realize that you liked it a lot until it's lost.

P: Why was she so sad that her grandmother died?

: She did a lot of things with her.

: They went to the zoo.

: Working in the garden.

: They went down to that brook one day.

: That was by the zoo.

: Her grandmother used to read to her and show her pictures of the girl's great-great grandmother.

P: Later on, next couple of days, what kind of feelings did Linda have?

: Well, when her cousin came and they were playing, she kind of forgot about what happened. She was having a real good time.

: Shw was kind of glad her grandmother died so her cousin could come and play with her.

: And at night time she was sad.

: She thought it wasn't fair.

: She could at least get the picture and then die.

P: When she asked questions about death to her mother and father, what was on her mind?

: What is a heart attack caused like?

: Would her grandmother ever come back?

: And where you go when you die.

: What happens when you die.

P: In other words, do you think a ten year old would ask these kind of questions?

: No, a ten year old would probably know.

P: I don't know whether to ask you this or not. Remember when she had memories, especially during the funeral, about the grandmother, was there anything different about the film then?

: Yeah, it seemed like they were moving like robots.

: It would have been better if they were just moving normally.

P: Is this the kinds of feelings you had when someone you knew died? Did you feel like Linda when those things happen? Or did you feel differently?

: Sorta different. I was sleeping real late and I woke up around 11:00 and my sister ran in, she was about 6 hears old and she said, "Nancy, Nancy, Nancy, grandma has died, what are we going to do?" And I said, "Well, we just can't throw her in the garbage, can we?" And she started to cry.

P: And you started to cry too.

: Things are sad that way. Things are sad.

: Yeah, but as they say, nobody can live forever.

14. 3 Boys, 2 Girls

P: Sanford, you started to say something.

: Well, I had a question about the, why didn't they show them burying the grandmother?

P: Do you think they should have shown it?

: Yeah.

P: This particular program had a name. Do you remember what that one was?

: I don't know. I keep reading books. I have so many things on my mind.

P: What do you think this film was about?

: To make people understand what happens when some people die, your relations..

: To remember people who die..

: To remember what they did.

: To know what they do when somebody dies.

: I know, to see what happens when somebody dies in your family.

P: Did anything happen to the film when they showed the memories? Was there anything different about the film then?

: It was a little quicker.

P: Why did they do that?

: To see if you are really paying attention to the movie.

: I know one thing, make more of the movie, because it's getting really interesting at the end and I wanted to see some more.

: I know one thing they could do to make it better. They could show her in the hospital.

: Yeah, and they could explain what pneumonia is.

: I'm glad I'm not a girl because if I were, I'd cry, because one morning I went into my parents' room and they said my uncle died, and I didn't cry.

P: Do you think it's bad for a boy to cry?

: No, it depends what he's crying about.

: I think they should show their feelings.

: Because if you didn't, you wouldn't be like regular people.

P: Her father cried, didn't he?

: To me, I don't think he cried so you could see it, but he was crying inside.

P: Crying inside. Do you think it would have been better if he was crying outside?

: No, because he should have shown Linda you shouldn't really cry about things unless they are really bad things.

3. "Must I, May I"

MUST I, MAY I

1. 5 Boys

W: All right, the title was "Must I, May I." Why do you suppose it was called that?
: Probably because the people in the poorer places, she keeps on asking why she has to do things and the boy who is richer, he asks may he do them. And it just showed two points of life.
W: Two points of life. And that's what the title's all about. Why do you suppose they had two programs going on at the same time?
: To show how both parts lived at the same time, so you could compare them.
W: Okay, so they were just people living in different parts of town then?
: Mmm.
W: Which part of town is more like where you live?
: The one where the boys were.
: That one girl, she was from a different nation or something.
W: What did the girl have to do during this program?
: She had to clean the dishes, and the whole house.
: She kept getting mad because she kept dropping things.
: She didn't know how to do it.
: She didn't have any experience and no one to help her or anything.
W: What else did she have to do?
: Looked after the kids. She had to walk them to school.
W: What did the little boy do?
: He rode bikes.
: He was lazy and then he didn't do any work because he was more rich and that and he had parents where the girl didn't.
W: Well, can you tell me more about the little boy?
: I think he was kind of spoiled and he kept on backtalking to his mother and saying that he could do whatever he wanted.
: He wouldn't listen to his mother at all.
: I kept on thinking every time when this boy got the prescription I kept thinking something would happen, like he would drop it or something.
: Me too.
W: Why do you suppose he was talking back to his mother all the time?
: I don't think he liked her, and he took advantage of her.
: He thought he was a big shot.
W: Thought he was a big shot. Okay, why did he try to take advantage of her?
: Well, he didn't understand. He never met someone, I think, like the girl because he thought everyone had a nice life and he didn't even care about anyone except him.
: He's selfish.
W: Okay, what about the girl? What kind of person is she?
: She had a short temper.
: She didn't take advantage of anything because she didn't have anything.
W: Why do you suppose she had a short temper?
: Because the little kids kept making her mad and they wouldn't do any work around the house, and she wasn't happy.
: That little kid made her spend all the money she had.
W: Okay, what happened to her money?
: She had to pay for the orange or whatever it was that the kid threw in the street.

W: Okay, did the boy have any money?
: He had 25 cents but you know what I thought, what I kept on thinking he would do?
: What?
: Pick up some of the stuff and just walk out.
W: How much stuff did he buy at the store?
: 94 cents worth.
W: And he had a quarter?
: Yeah.
W: How was he going to pay for that?
: He said his mom would pay it back. And that says he took advantage of her.
W: What was the program about, do you suppose? If you had to tell me what it was about ...
: I think it's because the girl, she always had to do everything that she didn't like to do. She wanted help and she had to do it herself. And the boy didn't do anything. Like he was lazy or something.
: He wanted to do something but he didn't think when you did something it would be like the girl so he thought he'd like to do a liitle bit of work but not as much as that girl did.
: He thought he was using his mother as a slave or something.
W: Do you think the girl had too much to do?
: I think she had a lot to do really, because the kids kept making her more work.
: And whenever she was riding her bike, they ran off on her and she, like you said, she had to spend half the afternoon hunting for them.
W: How about the boy, did he have enough to do?
: No, I think he had too little.
W: Do you think there's any reason he could be angry at his mother?
: She might have done something to him.
: I just think he's spoiled.
: You know, he can't take as much because he's spoiled.
: The reason his mother tells him to do this stuff is because she loves him. But she can't go overboard.
W: Okay, she went overboard, so what should she have done if she went overboard?
: She should have started hitting him and making him do stuff and start staying in the house until he gets done with his work.
W: Did the boy have enough to do?
: No.
W: If you were the boy's parents, what would you do?
: Hit him.
: I'd give him more to do ...
: Give him it right in the ear.

2. 4 Girls

W: Now you were saying that it was kind of true to life and you got to see two different styles. Why do you suppose we had two different styles going on at the same time?
: Because one of them was just the opposite. The two different kids wanted to do two different things. And they just didn't like them.
W: What did the girl want to do?
: She wanted to take the boy's place.
W: What did the boy want?

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: To live like the girl was living.
W: The girl wanted to change. Why did she want to change?
: Because she always had to take care of her cousins. She had to do all the work.
W: Why did the boy want to change?
: Because his parents wouldn't let him do anything.
W: How did he react to that?
: He didn't like it very much.
W: Okay, what would you do if you were the little boy? How would you react?
: If I didn't like the things that they were doing, at all, like for the rest of my life, when I was about ten -- since I was a baby I couldn't do anything up until I was ten -- I'd run away.
W: How did things change for him or did they?
: He went to the store, he bought two comic books and the storeman asked him to do a favor for him. He had to deliver a prescription. It had to get there fast.
W: Was the boy angry about that?
: No, he liked it a lot, because he got to do more grown-up things.
W: The girl got to do grown-up things all the time, didn't she?
: Yeah, she didn't like it, because she got to do it too much.
: Once in your life you have to do some grown-up things. Cause you're not a baby but I'm not saying that you do grown-up things for the rest of your life.
W: What was this show about? What was the word that would describe this show? Has anybody used the word since we've been talking?
: Responsibilities.

3. 3 Girls, 2 Boys

W: Aaron, you were saying that this was a show about responsibility.
: I thought it was a show not only about responsibility but about the differences between two children and, as I said, not in nationality or anything but in emotions and that the boy seemed kind of spoiled and he wanted more responsibilities and the girl seemed that she had too many of them already. The family of the girl seemed like they were kind of poor.
W: What about the girl?
: Well, I thought she had a little bit too many responsibilities, because her brother could do just anything he wanted and he'd go round and do anything and she would go have to clean up the house and act just like the mother. They didn't show like they had a mother.
: I think that the way the girl said "I wish I didn't have to do so many things" I think she shouldn't have said it like that because even if she did have too many responsibilities, she should have taken them sort of graciously, and tried to do them the best she could, not complain about them.
W: Was there any time in the program when she didn't do her responsibilities?
: Well, yeah, when she saw a boy across the street that she knew, she wanted to ride his bike and she left the kids and they ran around somewhere till she found them.
W: Okay, so she neglected her responsibilities for just a little while. And what happened?
: She had to look all over that place for the kids.
: She was being a little mean to those children. It was her own fault for leaving them.

: She was acting like a mother.

W: She was acting like a mother. Was she old enough to be a mother?

: It depends on if you compared that to the days around the 1700's, if the father would die, the man of the family could be just ten or eleven years old.

W: Are there some things you'd like to be able to do that you're not allowed to do?

: There's one thing I'd like to do that my parents would never let me do, I'd like to get a minibike.

W: Okay, who do you suppose they wouldn't let you get a minibike?

: I know they wouldn't because for one, they say they're too dangerous and stuff (all parents are that way) and actually I don't really know why they wouldn't, all I know is they wouldn't. But they've already discussed it. I think that when Tracy said that the girl took responsibilities not too well and should have tried to do the best she could of, I think this brings up a question that how would you like to have all the responsibilities that she had and how well would you do them?

: There are two things I really want but one just can't come true and that's my cousin got run over by a bus when I was about three years old and I wish she'd come back to life. And the thing I really want is a puppy. See, we have a dog, but she growls at me and I can't even touch her. She almost bit me once. And to the other kids, she acts like a normal house pet but to me she acts like I'm some animal or something that she wants to kill or something. And so I wish I had a puppy to train for myself and I also wish I could make a dinner for us once.

W: Getting back to the program again, when the boy went to the drug store, and he got a bunch of junk, candy or whatever, he got, what happened to him after that?

: The storeman asked him to go fill a prescription to somebody who was sick.

W: What did he feel about that?

: He felt, "Oh, finally, I"m getting something for me to do! Like I'm taking on responsibility.

4. 3 Girls, 2 Boys

W: What does it mean, "Must I, May I?"

: Well, the girl she, I understand now, the girl always says, I have to do everything all the time, so that was probably the "Must I" and then the "May I" is the boy, he always wanted to do things on his own so, you know, "May I."

W: What did the boy want?

: He wanted to do something by himself for once.

W: What's a word to describe that?

: Independence.

W: Was the little girl independent?

: No. She always needed somebody to help her.

W: Why did she need some hlep?

: She thought she couldn't do everything by herself. She thought she needed somebody to help her.

W: Was the little boy independent?

: Well, the way I got it was that he thought he was independent but his mother didn't want him to be independent so she would sort of tie him down, but he just thought he was independent when, the way I got it, he really wasn't.

W: Where did the girl live?

: In the city.

W: Did the boy live in a place like you live?

: Yeah, in a suburb.

W: Why do you think we had a city and a suburb in the program?

: In a city there's a different way of life really than in a suburb. Like in a city, you have to be pretty strict about different things because it's dirty, sometimes, and polluted. In the suburb, people are not used to living in that kind of thing. Different living conditions around there.

W: Did the little boy not get much to do because he lived in the suburbs?

: No, because his mother won't let him do the things -- it wasn't that he lived in the suburb.

W: How about the little girl? Did she have to do everything because she lived in the city?

: She really didn't have to do things. Her mother always had to help her do things.

W: Where was her mother?

: Away, because when she was going to play with the two girls, she said she had to take care of I think their names were Phyllis and Corey.

W: Did people ride bicycles in this program?

: Yes, the boy did.

: His mother wouldn't let him ride somewhere and he was getting really angry at her.

: I think he was kind of selfish, not selfish, but his dad bought him that bike and he really didn't like the bike, but he still should be happy he even has a bike.

W: How about the little girl and the bike?

: Well, there was this boy and he comes and she starts riding his bike and then when she comes back from riding the bike, you know, the two children are gone and she starts looking for them. That was really funny.

W: What happened then?

: She found them finally after lots of looking and she started yelling at them.

W: Should she have ridden the bicycle?

: No, I don't think so, because she had the children in her care.

: She was responsible.

W: What was the little boy responsible for?

: Being safe.

: Well, in that show every time that something happened the two would be together. Then the boy would come in and then the girl. I thought something like an accident was going to happen.

W: Did you think that they were going to meet?

: Yes. And have some kind of an accident of some sort. I thought it was a safety program.

W: You thought it was a safety program? What kind of a program would you say it is now?

: For children.

W: For children. What's it supposed to be telling you?

: In this show it was the way a person thought "I have to do everything, why couldn't somebody help me" and then somebody who always wanted to do something on their own, they didn't want anybody to help them.

W: Is your life that way?

: Sort of different because sometimes I get mad and my mother says, "Well, you can do it your own self" so I have to do it my own self and sometimes I want something to eat and Mom'll help me.

W: Does your dad put any restrictions on you?

: Well, he did once. He grounded me for a week. I was riding my minibike on the road when I wasn't supposed to and so he wouldn't let me ride it for

a week. I could have gotten into big trouble by the police if they would have seen me on the road. I could have got my minibike tooken off me and I might have had to pay $50.00 for that and I would have got a record.
W: Why don't the police want you on the road with a minibike?
: I could have got hurt, a car could have hit me.
W: Can a person have too many restrictions?
: Some people's parents are really harsh with them and if that happens, sometimes they ground them for a really long period of time, so while they're in the house or whatever, they're going just sort of drifting away from everybody that's outside and sometimes harsher restrictions can really hurt someone, mentally.
W: What happened to the boy in the program?
: He wanted to do something independent and the man at the drug store asked him to deliver a prescription.
W: Did he like it?
: I'm not disagreeing with anybody, but in another way maybe he wouldn't have been so safe because, you know, most prescriptions, sometimes in containers are like glass and maybe when he was riding, I didn't notice a basket, so maybe if he was riding and didn't really hold his balance, he could fall, you know, and try to steer with one hand. You know, that could have been.
W: Okay, could have had an accident.
: I don't know if this isreally true, but I don't think it is, but I thought he was like trying to steal there at that drug store.
W: Do you have anything to say about his mother?
: I think his mother was pretty weird because, you know, because in the beginning she always saying "Are your hands clean? Is your face clean?" But in a way that was good but my mother doesn't go around, you know, I know when I'm supposed to wash my face and wash my hands.
W: How did he react when his mother told him to wash his hands?
: Aw, Mom, like he's really angry or something.
W: Did he have a right to be?
: I don't know, because she's trying to take care of him and if he didn't have a mother and if someone told him to wash his hands, he'd be glad to.
W: Do you want your mother to check you every time you go out to see if your hands are clean?
: No, because I would get a feeling that I can't do anything by myself.
W: How does the boy feel?
: One incident was when he came out of the drug store. He threw the bag up in the air with the prescription in it.
W: Why did he do that?
: Because he was happy. And it could have bubbled up and exploded.

5. 2 Girls, 4 Boys

W: Your question was why does the boy want to do more and the girl want to do less. Why do you suppose that is?
: Because the boy isn't getting enough and the girl was having too much.
W: What does she have to do?
: She has to do the house, has to watch the children, she thinks she has to do everything and when she looks all afternoon she finally finds them and they can't come home. The two cousins were getting boring and it was getting boring so they just went by the way.

W: What about the little boy? You say he wants more to do.
: Well, like his mother told him you can't cross the street, now you can't go downtown and you can't do this, you can't do that and he said, "Boy, my sister gets to do everything. I don't get to do nothing.
: When you're just like me in age, you can't have that much to do, but when you get older you get to have more responsibilities.
W: How old do you think you should be before you have to watch two little kids and wash the dishes?
G: Thirteen. Sixteen.
W: How old do you suppose she was?
G: About eleven.
W: Where did she live?
: Downtown.
W: Where did the boy live?
: In the suburbs.
W: Who had a better life?
: The boy, because it'd be easier for him not to get killed. It's easier for the girl because there's so much traffic, pollution, all in the town, but there's hardly any in the suburban areas.
W: Did the boy think his life was OK?
G: No, because he wanted to get downtown.
: He thought he didn't have anything to do because he wasn't old enough.
: When he went downtown he thought he needed more things to do. In the story I thought he was going to go downtown. And for a minute I thought those two were going to meet and do something.
W: Do you understand what the program was about now?
: A boy that doesn't have that much to do and a girl that has too much.
: You should try to put the boy into the girl's place and put the girl into the boy's place and I think it would work out better. And after while the boy would get bored and want to go back to his old life.
: It would be a bad thing if the boy was put into the girl's place and the girl was put into the boy's place because boys don't like to do dishes and all that kind of stuff.
W: Would you try to change your life?
: No. We got everything at our house. We've got a swimming pool - up the street we've got a swimming pool. We have a creek.
W: How about responsibility?
: I got some. Today I have to go over to the store and get my mother some milk, and I got to mow the lawn for my dad.

6. 5 Boys

W: What do you think it was all about?
: I think I know what they were trying to do. The boy wanted to do something all by himself and the girl didn't like doing it all by herself.
: In that part about the boy when his mom got the bike and he got the scrape on his hands, and went out the door - I thought that was sort of sad when she said, "Don't break the bike or something because your father paid a lot for the bike" because I think he was just going to try to show off to his friends that he had the bike.
: I know why the kid wanted more to do and the girl wanted less to do because the girl had a lot to do and the kid had less to do.

: I was going to say when you were talking about what they should do I was going to say that if the girl was getting too sick and tired of cleaning up the house, and everything, cleaning the dishes, she and her little brother and sister, or whoever they were, they should ask if they could have stayed with somebody.

W: How can the little boy solve his problem?

: He doesn't have anything to do but ride his bike.

: If he wanted something more to do, when he was in the drug store he should ask the guy if he had any kind of jobs for kids to do. And he could have had a job like every day or something.

W: Where did the girl live?

: In the city.

W: Was she poor or rich?

: Poor.

W: How do you know?

: She didn't have a dishwasher.

7.

P: I'd just like to talk about the film in general. Did you like it?

: The nice part about it was it wasted school.

: I liked when the two kids went and the girl had to find them. That's a good part.

: The girls have to do too much work and I like girls to do work.

: I don't like to be babied like that boy was.

: My brother says I have to do work by myself. You know what I have to do? My brother always says, "Get the toilet paper."

: He used to say like "Will you bring me my ball back"and I'd say, "No, why don't you do it?" And he'd say, "I'll give you a dime if you do." and I'd say, "No." He says, "I'll give you 15 cents if you do," and I said, "Yes." And then I got my 15 cents. I only got about five 15 cents and then he stopped giving me money.

: You know my sister last night said,"Would you take these towels up and stuff?" and I said, "No." She said, "I'll give you two dollars." So I go and take it up and I come back down and I asked her, "Well, where's the two dollars?" And she says, "I didn't say I was going to give you any two dollars."

: I never do anything. I have to do it, I don't get any money for it. My sister never asks me anything but I ask her for everything.

: I do more work than my brother and my brother has a list. Every time he does something, he gets money. I only get money for doing the kichen.

: I used to wash the windows for a penny a window.

: When we go up to my grandpa's cottage, I have to help pack and I have to pick up all the apples up there so the lawn mower doesn't hit the apples.

: You know one time my mom said, "Go cut the lawn, please." And I said, "No, maybe I don't have to." And she said, "If you do, I'll give you two dollars." And I got that two dollars and I mowed the whole lawn.

P: You talked about things you had to do at your homes--what about things people had to do in the program? Who had to do the most?

: That sister.

P: The girl? Like what?

: Clean up the whole house and she had to find those two kids.

: She had to watch them.

: The boy wasn't obeying what his mother said. He was spoiled.
: Yeah, because when he was big, he couldn't make his bed, or wash his face or anything.
: I know you just planned all those things and that stuff isn't really true. You gave them like the script and everything.
P: Why do you suppose that Bobby never seemed to do much? Do you think that his mother was unfair as far as the restrictions she put on him?
: I think he was just too spoiled.
: His mother probably loved him so much that she wants to do all his work for him.
: That's what you want a mother for.
P: Was the girl's mother like that?
: I don't think she had a mother.
: Maybe her mother was away.
: One thing I like about this show, it's good.
P: You liked it?
: I hated the sound.
: It sounded like pollution and factories.
: It reminded me of this movie called "The Arch." There was a man who made a greenhouse to save all his animals. At the end all these men had on masks and they were breaking all the windows. The guy tried calling the police and all there was was a pollution index on the phone. So then he was walking across the pond. It was about three feet deep.
P: It was called "Must I, May I." What do you suppose that had to do with the things that happened in the movie?
: The kid was ready to go downtown and he was thinking about it and he said, "Maybe I'll go and maybe I won't," and then his mother said he couldn't go.
P: Do you remember what happened to the boy in the drug store?
: He was in too much of a hurry and he was so glad he got to do something that he forgot the medicine that he was supposed to deliver and he made that trip for nothing. I think he gave the lady the comic books.
: No, he left them there.
P: Why was he so anxious to go?
: So he could do something by himself.
: He finally got something he wanted to do by himself.
: What about the girl, did she have responsibility? How did she feel about it?
: Mad.
P: He wanted responsibility and she didn't want so much, why was that?
: Because the boy was spoiled and the girl wasn't.
: The boy hadn't done anything much before and the girl had to do everything.
: Like that was the first time for the boy to have a responsibility, and the girl is just tired of it.

4. "How Do You Show"

HOW DO YOU SHOW

1.

W: What was it you liked about it?
: They got in a fight.
: Baseball game on the playground.
: When the dog was eating the crumbs.
W: Why did you like the fight?
: It was just funny.
: It looked like it would hurt with those big teenagers jumping on you.
W: What was this program about?
: Health.
W: Who told you that?
: Mr. Rodenbaugh.
W: What kind of health is it about?
: Growing up. Like if you're bad or something, you won't do it when you grow up.
: I still like when they started to get into a fight and went through the graveyard.
W: Why did you like that part?
: Because when they got into the fight, the little kid was yelling his head off and the kid said, "Let's go through the graveyard, sure looks spooky."
: The music made it real scary.
W: There's a guy singing to a guitar at the beginning. What was he singing about?
: How do you show how you feel.
: Showing what you feel as you grow up.
: It's kind of growing up, because when you grow up you're usually helping friends and you're letting out what you know.
: I liked another part, when the boy started to throw those bottles and cans around.
W: Why did you like that?
: He was just really mad.
: He was setting out a path to conquer earth.
: He said if he ever catches you, I'll break your neck.
W: What was the most important thing in the show?
: About fighting.
: About losing your temper.
W: What was the show trying to tell you?
: Don't blow your top.
: Don't disobey or something like that.
: Don't fight.
: Don't destroy the world with litter.
W: Bryce and Richard were eating cake and the dog was helping, and right at the end they said something to each other.
: Let's have another piece of cake.
: I don't know which one it was, the one that he lives there, he said why don't you ever tell how you feel?
W: What did that have to do with theprogram?
: If you want to stay healthy, you shouldn't really keep your stuff and get real tense about it.
: If you want to keep healthy, you should tell what you feel like or you'll always be sick.

: Cause sometimes it might trouble you and everything and get mad and conquer the world.

W: What should you tell people and what shouldn't you?

: When there's something bad going on.

: Something that was embarassing, like your pants fell down in the middle of the street, and they didn't know it, I wouldn't tell them.

: Like if you don't feel like you should tell that, but if you don't want to tell something that was embarassing to you, you don't tell that. Cause that's not important.

W: Do you tell people when you are angry?

: Yeah.

: You can show it too.

W: How do you show it?

: Well, when you come in, you bang the door.

: My mom has a really good way of helping people with that.

W: How did she help?

: Well, she had a girlfriend where I used to live, and she got divorced, and quite a few times she needed help, so she called my mom, we used to live in California, it's across country, she called for that and my mom seemed to help her and after that she seemed to be real fine for awhile.

2.

W: What is it that you liked about the program?

: I liked it when they jumped them.

: I liked it when they were running through the cemetery, because it was so scary.

W: Is that something you would do?

: I would. It's fun. Knock all those headstones over.

: I lived in a cemetery.

: I liked the part when they were playing softball and that kid hit a home run and stuff.

: I liked the part in the cemetery, cause I liked the music.

: I liked when they started stealing the chocolate cake.

: I liked it when they kept feeding the dog cake. I feed my dog cake. If I don't want to eat my supper, I feed it to him.

W: What do you think this program was about?

: Health.

W: What kind of health?

: Growing up like and exercise.

W: What else?

: Your life, like the things you do.

W: Why is that important?

: It's important cause in your life you need to grow and stuff. Eat the right kinds of food and stay healthy.

W: What do you think they were trying to tell you in the program?

: Be careful before you get jumped.

: Don't carry any money.

W: You said something about the music in the cemetery, didn't you? Was there some other music in the program?

: About your health and you show your feelings.

: Different stuff you do shows the way you feel at the time.

W: Do you think the song had anything to do with the program?

: When the kid was real mad so he started kicking bottles and breaking them.
: When they were running through the graveyard, they made scary music.
W: Did anyone else talk about feelings except during that song?
: The guy that told them to get out of there when they were breaking the bottles.
: The dog **was** happy when he started wagging his tail when he started eating the cake.

3.

W: What is it that you liked about the program?
: I liked it about when they were in the boxes and they were saying "Who is it?"
W: What else?
: When the three boys came out and the three boys were standing there, and jumped on the other boys, and got their money and started beating them up.
: I liked when they were playing with the boxes and they were in the boxes.

4.

W: What did you like about "How Do You Show?"
: The pounding on it. The soft noise when they went jumping on these kids.
: I liked it when they went to the cemetery. It showed how they felt about it and I noticed that one boy wanted to go around the cemetery and other one wanted to go through it.
W: Which would you want to do?
: Go around it, because I might step on a grave. My friend told me it was bad luck.
W: What did you notice about the music?
: Some parts are scary and some parts are funny.
W: What was the song about?
: How you show somebody how you feel.
W: What was the film itself about?
: How do you show somebody your feelings.
: How you express your feelings.
W: Do you think the boys in this film are pretty much the way you are?
: Yeah. I liked the part about putting bottles against the wall and the guy said, "Get out of here before I call the fuzz." And he kicks another can.
: No, because I always play in the mud.
W: What did the program tell you?
: How to express.
: You ought to express your feelings because people will think you are kind of snippy at them.
W: What about when the boys were eating the cake?
: When the dog was eating the cake.
: I got hungry.
W: Do you think it was all right for the boys to be eating the cake?
: No, because it was for supper. Their mom said it was for supper.
W: Would you eat the cake if you were the boys?
: If I was really hungry and waiting for it all day long, I would.
W: Do you remember anybody talking about talking to your parents?

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: My mom is too busy to help me with a problem and then the other boy said my family always helps me with them.
W: Which do you think is better?
: The whole family helping with the problem.

5. 2 Girls, 3 Boys

P: What did you like about it?
: It told like you don't have to tell your reasons for things.
P: What do you mean by that?
: Well, at the end, that one boy who had a Cub Scout's suit on, I forget what he said, but he didn't tell his reason when the other boy asked.
: I liked it because they didn't have a lot of bigger people to do the acting and that, explaining it, they had the kids doing it. I liked that better than the others like the Electric Company.
P: How did the film start out?
: Everyone was happy, playing at the playground.
P: What happened before the playground?
: They got jumped by bigger kids, and they took all their money. I guess they wanted their money. One wouldn't let them have his money.
: They went to the playground and they played baseball and the one kid was happy. He showed that he was happy because he hit that good ball and made a home run.
P: What happened just after they were jumped?
: One kid ran, and he started kicking cans and bottles around. He got real mad and this guy came out and told him to get out of there.
P: Why did he kick the cans?
: He wanted to show that he was mad.
: Because the kids beat him up and took his money.
P: So it would make him feel better or what?
: It just like calms him down.
P: So then they went to the playground.
: That little kid had two strikes and then he hit one up the middle and got a single and he was shouting at that kid.
P: What happened after the game?
: They went home and the kid wanted to go home. There were three kids. The little kid wanted to go home and so he did. The other kid in the Cub Scout suit went with the third kid. They went home and stole some chocolate cake.
: And they went through the cemetery and they got real scared so they started running through.
: And they saw those kids underneath the garbage cans.
: Then they started playing. They started wrestling with the garbage cans.
P: You said they stole the cake. Wasn't that their home?
: Their mother told them not to take any cake and they disobeyed and took some.
P: That was about the end of the film if I remember right. Then they talked. What did they talk about?
: That one kid said that it's not that way in his house.
P: What's not that way in his house?
: That he could tell his parents what happened to the boys.
P: Which boy was that?
: The boy in the Cub Scout suit.
: And he told the other boy that he couldn't tell his parents because his mother would be busy and his brother would make fun of him.

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P: What about the other boy?
: He could tell his mother because she's not busy. He could tell his mother that he was in trouble or something with the kids, that they beat him up.
P: Did they say anything just before the program stopped?
: It's not that way in our house.
: He doesn't show his feelings.
: He doesn't tell what he thinks.
P: Do you think that's good? What do you think?
: I can't tell my mom what I think sometimes.
: I usually tell them sometimes when I want something.
: Why didn't they have a person at the beginning or at the end to explain what the film was about?
P: Why don't they? Why do you suppose?
: Because it wouldn't seem like real.
: They don't need to, because it explains by itself.
: I think it's better this way because you can understand more when they are acting it out like that.
: They have like sentences in the middle so that tells what it is about.
P: What is this film about?
: Tell how you feel and you'd feel a lot better if you show your feelings.
: To show what you feel like if you're real mad--like you can stomp around. If you are happy, you can go play or if you are sad, you can just mope around.
: That man doesn't have to say much because the kids explain it.
: Does that title mean that because you are happy in the inside and mad on the outside? It has something to do with that.
: It feels like the people were you. It feels like it's really happening to you.

6.

P: So what did you think about the film?
: I thought it was okay, but I thought it was like a baby show.
: It was funny when the three bigger boys jumped on the three little boys.
: It's not like the shows on TV, you know, all the kids shows are perfect.
: It tells you what really happens.
: It should be for 2nd and 3rd graders.
P: What happened?
: I don't see why someone would jump someone and cause a fight just for a quarter.
: I'd rather beat them up than give them my quarter.
: I'd fight for my quarter.
: I'd just give them my quarter.
: They should have made them about the same age.
: They were like bullies.
: The one boy got real mad and threw the bottles and this guy came out and screamed at him.
P: Why do you suppose the boy did that?
: To show he was mad.
: To show his temper.
: To show his feelings.
: He couldn't keep his temper like people do that when they can't keep their temper, they do those bad things.

P: Then where did they go?

: They went through the cemetery and they got scared.

: Maybe they thought they were zombies.

: They talked real loud in the cemetery so they wouldn't be scared.

: It's not really scary in the cemetery.

: Not in the daytime.

: I wouldn't want to walk through it alone.

P: At the end, they talked a while and do you remember what they said?

: He said that his parents didn't help him with anything and he was sort of neglected. His brother would tease him and his mother was too busy.

: The other boy said that his parents really helped him a lot.

P: Which boy do you feel like?

: My parents help me.

: My parents help me a lot but they help me too much.

P: So you don't feel like you are neglected?

: If I get jumped, what could they do about it?

P: What did the one boy say to the other one?

: He said that he should say his feelings.

P: What did the Cub Scout say?

: What does it really matter?

P: Does it matter?

: If you don't you will be consdered a phony or a hypocrite or something like that.

: You should express what you feel because if you were mad or something and then someone might try, if you didn't show it, they might be in another mood and they would get mad at them and start arguing and everything.

: Once I got real mad at my mother and tore my snake's eye off.

: She has a fake snake.

: Then my mom comes up to my room and she was going to hang up this poster and I didn't want the poster in my room, so I pulled off the snake's other eye. I just got really mad.

: Sometimes I get mad. I have a stuffed bear and one day when I got really mad, I tore its head off.

: My brother always fights me and so when he punches me, I just go in my room and slam the door and then I blast the radio. My brother is a real jerk.

7.

P: What did you think of the film?

: I just liked the beginning of it, when they were fighting. They wanted money.

P: What happened then?

: One of the boys kicked around some things and threw bottles at the wall because he was mad.

: He was showing his feelings.

P: Is that good or bad?

: He was just showing his feelings.

: A man came out and told them to get out. They started to run and they went on the field. He hit a double and the Cub Scout hit a homer.

: They showed a couple of scenes of them sliding into the bases.

: Then they went to the graveyard. They started to get scared and they ran away.

: They went to Richard's and they were eating cake. His mom said not to eat the chocolate cake because it was for dinner. They ate a couple of pieces. They gave the dog some too.
P: Then they talked a while, what did they talk about?
: About parents. Richard could tell his parents anything, but the Cub Scout's brother makes fun of him and his mother was too busy.
P: What did he say to the Cub Scout, do you remember?
: How come you never show your feelings.
: And he said that it didn't matter.
P: What did he mean by that?
: Does he really have to show his feelings?
P: What do you think?
: He didn't have to if he didn't want to.
: You could see the feelings instead of telling them.
P: What about the music in the film?
: When they were in the graveyard, it really told what was going on. I thought somebody was going to jump out or something.
: I think it was a bass.
: The only part I didn't like was when they ran and they showed everything so fast. It hurt my eyes and I couldn't see everything.
P: How would you change it?
: It could be a little longer. The fight was kind of a fake.
: They could have a little older kids.
: If they wanted it for 4th grade, they should have 4th grade kids in it.

8.

P: What did you think about the film?
: I thought it was neat when they got jumped, when they were going through the tunnel.
: I thought it was the best I ever saw on WQED. I usually don't like the programs on there but I thought that was pretty good.
P: How was this one better than others?
: It had more action.
: I thought they were going to get jumped again in the graveyard.
P: Okay, after they ate the cake, what were they talking about?
: Oh yeah, about if they were going to tell the parents about the fight.
: My parents always help me, one kid said.
: And then the other one said, "My brother will laugh at me and my mom is too busy."
: What about the father in that one family?
P: Pardon?
: He said his brother would always laugh at him and his mom would be too busy. What about his father?
: Yeah, didn't mention him at all, did he?
P: Not at all. Maybe he didn't have a father. What do you suppose this film was about?
: How a city boy grows up?
: Sort of taught me don't wander off or something, don't go to spooky places where you think something is going to happen, but you're going to try it.
: I think that when they got jumped, the people who jumped them should have been caught by somebody.
: And then they would have got their money back and everything. Then they probably could have told their parents and the parents would be glad that somebody helped them out.

9.

P: Why did you like the film?
: Well, it told you what were those kids, second grade? Don't go around in strange places you don't know so boys won't jump on you and get your money.
: It happens to everybody.
: It happened to me.
: On the film when the kids jumped him, they looked like they were 6th graders, because they were a lot taller than the other people.
: They were like fighting, and I think it was Mickey O'Brien who got the money stolen off him.
P: What happened after that? Why was he throwing the cans and smashing them?
: He was mad.
: Yeah, the other people stole his money.
: He had to take it out on something.
: At the end they took a short cut or something because they were scared.
: Yes, and the kid knew they would come. And then they got home and he didn't tell how scared he was. He just kept it to himself.
: And when they got in the house, they ate a piece of the chocolate cake.
: After they ate the cake, they went outside and they found these kids.
P: Well, that happened a little bit before, didn't it? Remember the trash cans?
: When they were cleaning up, they didn't want anybody to find out. So they started brushing it around and giving it to the dog.
P: Anything else that they talked about?
: Well, the other boy who invited them over to his house said, "Why don't you show your feelings?" He said that you have to show your feelings.
P: What do you suppose this film was about?
: How people feel.
: You should watch out for where you go. Being real careful.
: I think it was about just the way people feel. The way different people feel about different things.
: You shouldn't go anywhere without your parents because kids might get you.
: Some kids that play get caught and other people steal their money.
: They wanted us to realize that it's dangerous to walk around, little kids like 4th graders.
: To warn you about watching where you go and to have good self control wherever you go. To not just let your feelings spread out.
: Get in trouble with your feelings.
P: Trouble with your feelings? I'm not sure I understand.
: Like the men, those big kids, wanted to jump on them, that was their feelings. That's why I said, you should watch your feelings and not let them get out of hand.
: I think that they made the film so we can watch out and have more self control and be stronger.
P: Is there anything you'd like to say that we haven't covered?
: I think his name was Mickey--he was mad and he struck out twice when he was playing baseball.
: I think I know why the boy hit a home run. He was so mad, he tried much harder and he showed his feelings by hitting it, hitting the ball.
: I don't really see why they had the garbage can.
P: Anyone have any ideas?

: To show their anger.
P: At the garbage cans?
: Well, they're there for the people to throw their garbage in when they come around.
: I think it might have meant the garbage cans, because people throw their trash and the garbage men collect them and maybe the garbage cans were empty and they decided to play in them.

10. 3 Girls, 1 Boy

P: Why didn't you like the program, Sharon?
: It was kind of...when they fought and everything I didn't like that.
: Yeah, and I don't like when their mother said not to eat the cake and then they ate part of it.
: Well, I liked it because just opposite of Sharon. I did like the fight--it could have been more realistic.
: Well, I liked it because I've seen TV shows like that. I don't like them when they're real good.
P: What do you mean, real good?
: Well, like when everybody does everything everybody else tells them to.
: I liked it because it was about kids our own age. Sort of felt like they were in the same school or something.

XIII. EXPLANATORY NOTE ON GRAPHS OF CLASSROOM INTERACTION ANALYSIS

EXPLANATORY NOTE ON GRAPHS
OF CLASSROOM INTERACTION ANALYSIS

The data plotted on these graphs are derived from the observation form reproduced below. The two observers in each classroom were asked to separately characterize the central thrust of the statements made by the teacher and the students twice each minute in terms of referent (to whom do the statements refer?) and level at discourse (facts, feelings and emotions, alternative behaviors?). Each observer was permitted to record one or two observations in the matrix for students, and one or two for teachers. The data presented here represents summations by column and row of all observations. For each time period (i.e., every thirty seconds) the number of observations made in each cell of the matrix are summed, then percentagized on the base of all observations made for that time unit regardless of cell. These percentages

	FILM Speaker tells of objects, events, and processes in the film. No mention of self.		SELF/FILM Speaker relates self to objects, events, and processes in the film.		SELF/OTHERS Speaker makes statements about self, or self in relation to others, no mention of film.		OTHERS/CONCEPTS Speaker talks about others or abstraction, no mention of self or of film.		COGNITIVE HEALTH INFORMATION Speaker talks of health in terms of physical structure and processes.	
	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.	1st30sec.	2nd30sec.
FACT Physical objects and events.	1.		4.		7.		10.		14.	
FEELINGS Mood, feeling and emotional states and processes.	2.		5.		8.		11.			
ALTERNATIVES Presentation of alternatives for dealing with situations.	3.		6.		9.		12.			
ZERO PARTICIPATION	13.									

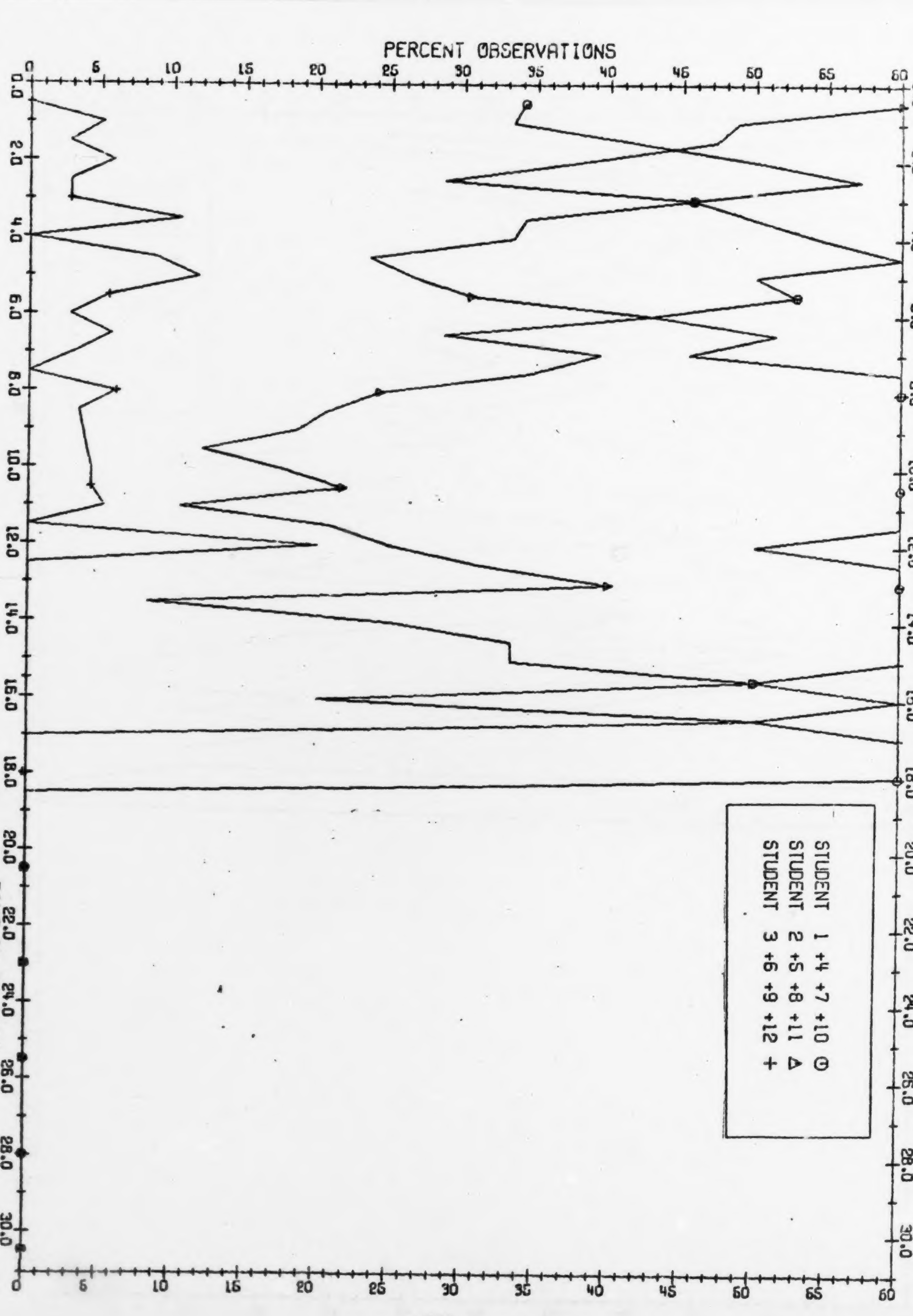
CODES:
T1=Teacher 25% T2=Teacher 50% T3=Teacher 75% T4=Teacher 100% S=Student

are then added to get the column and row percentages graphed below. This process is repeated separately for teachers and students.

This data could be graphed in a variety of other ways. For present purposes summarization by columns and rows has been chosen as the most immediately relevant.

XIV. GRAPHS OF CLASSROOM INTERACTION ANALYSIS

1. "In My Memory" version 1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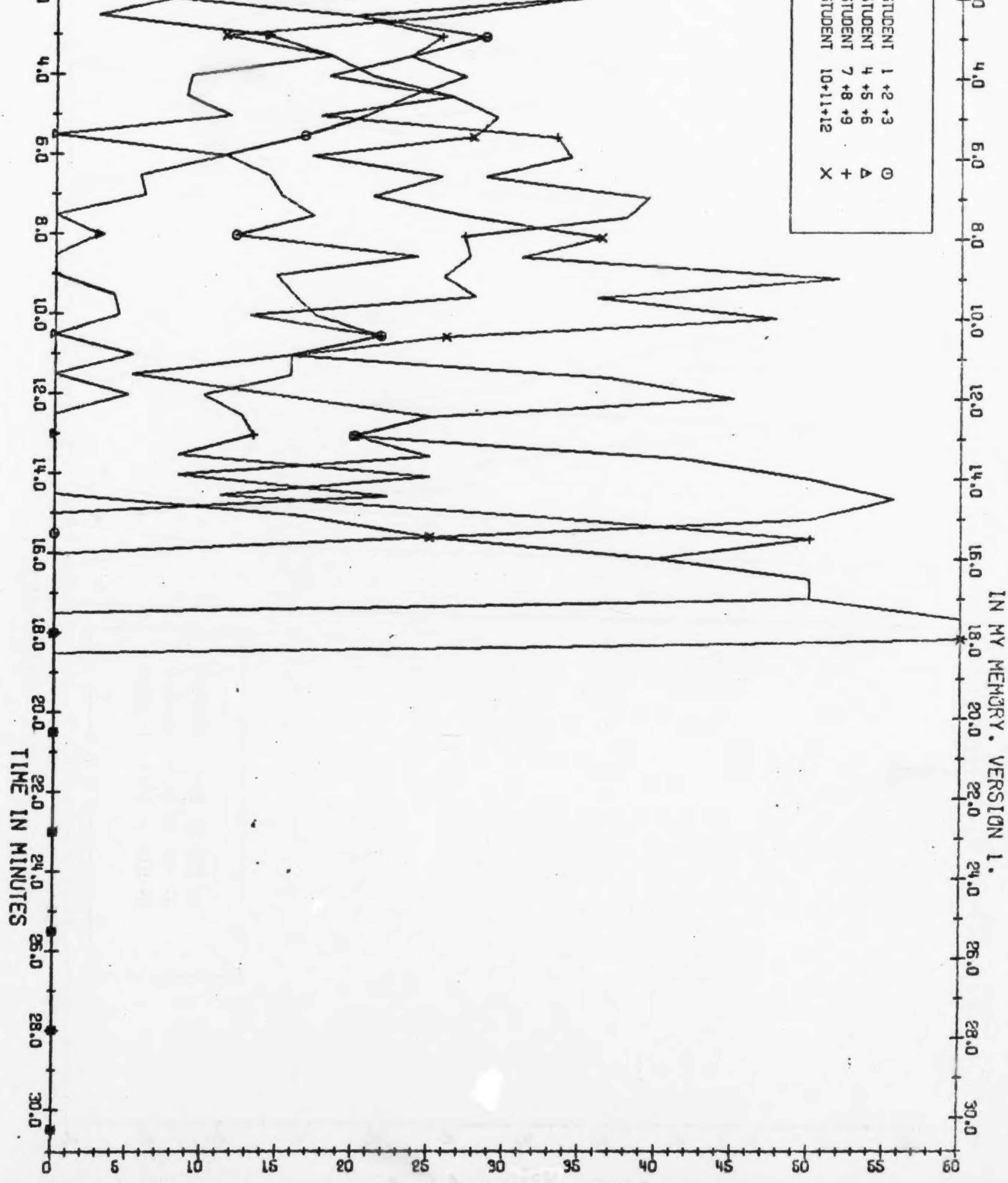
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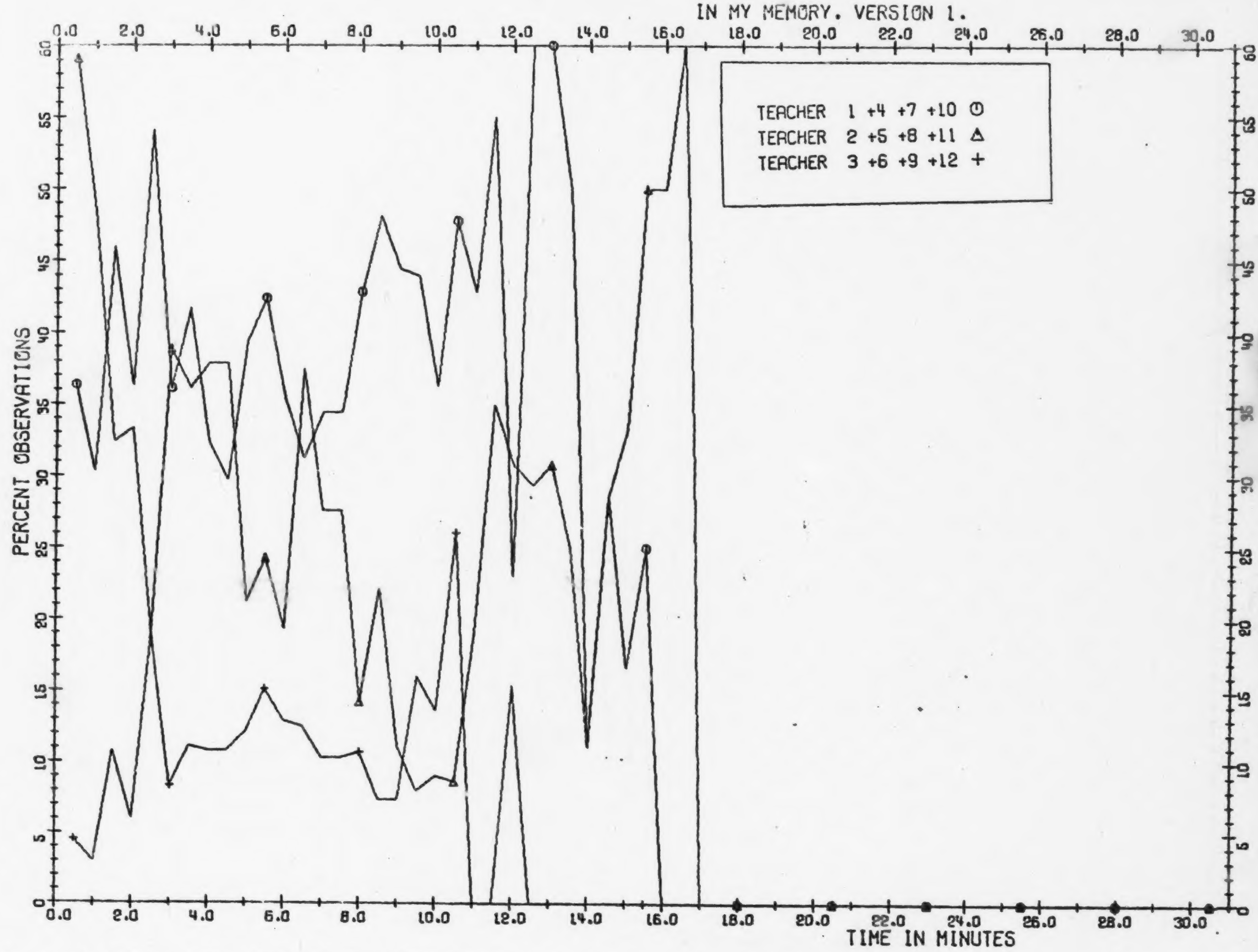
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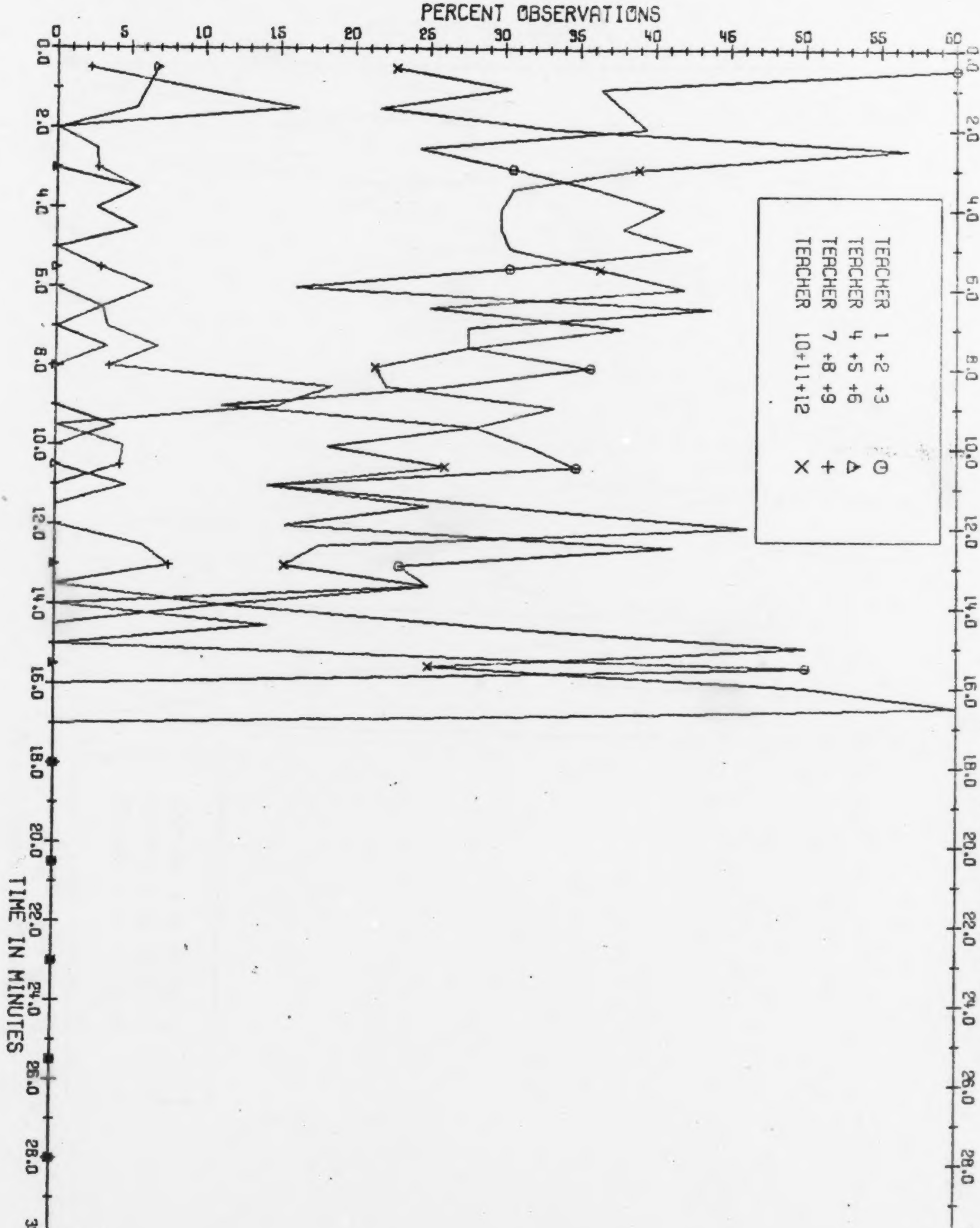
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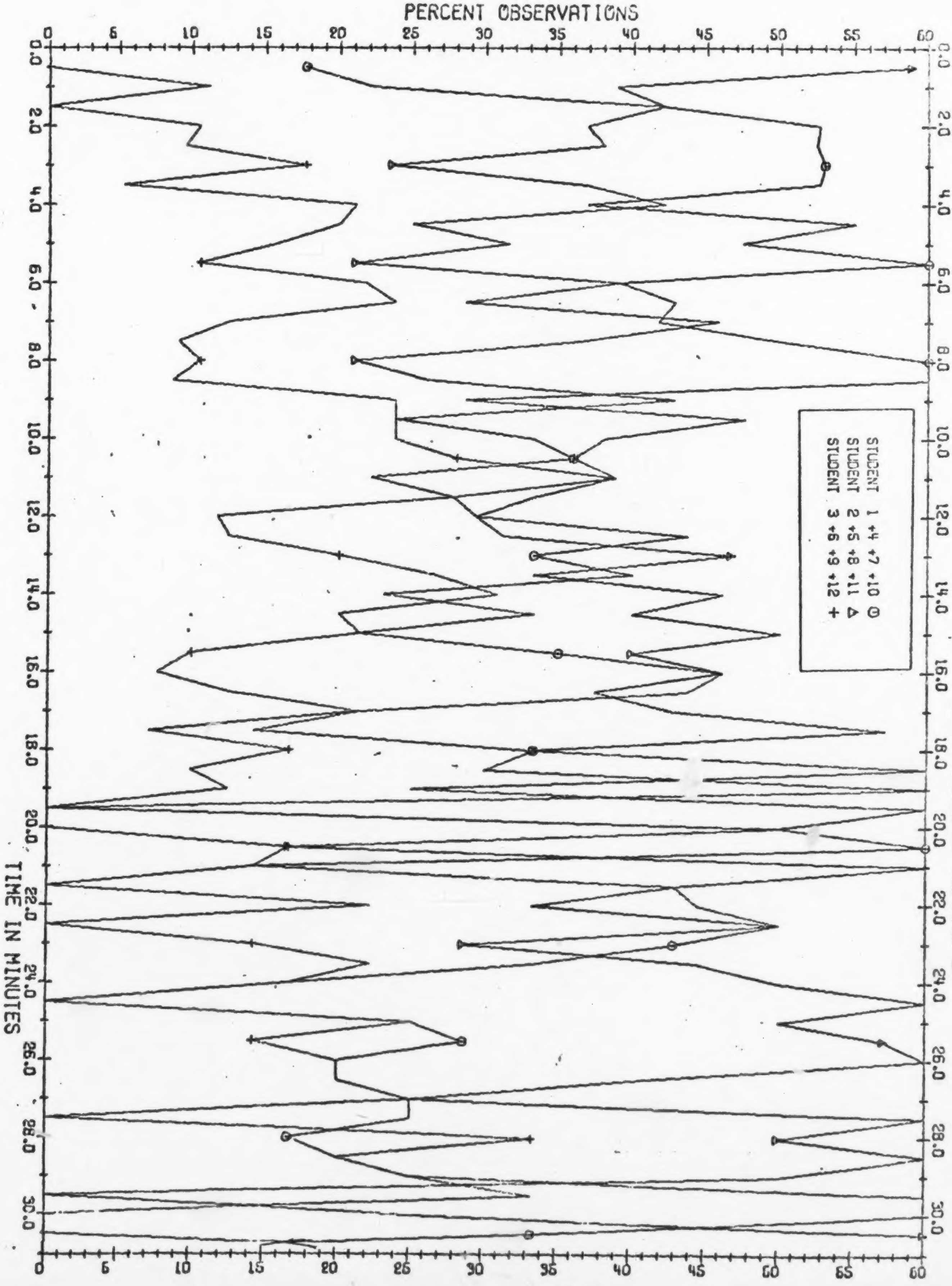
2. "In My Memory" version 2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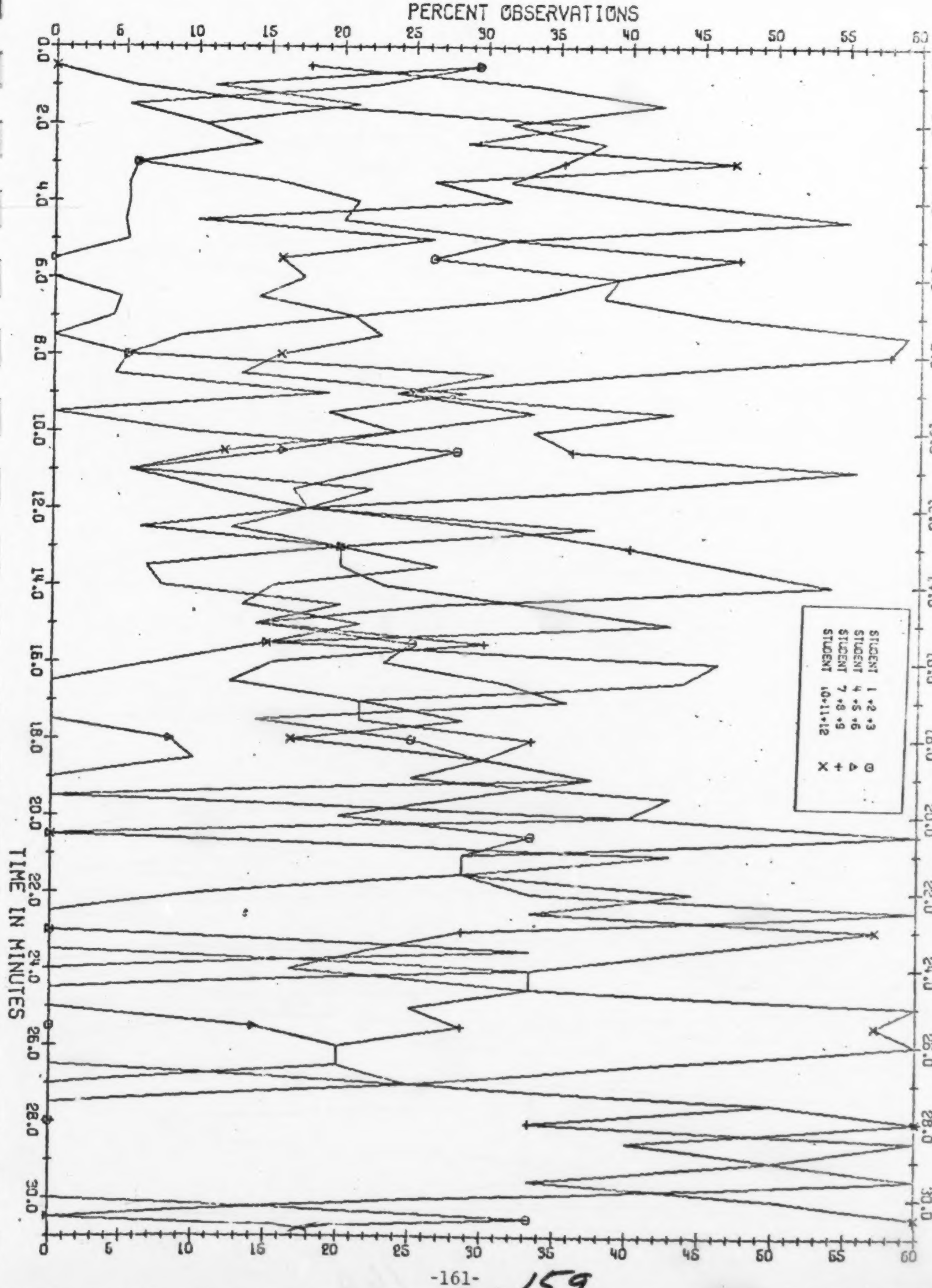
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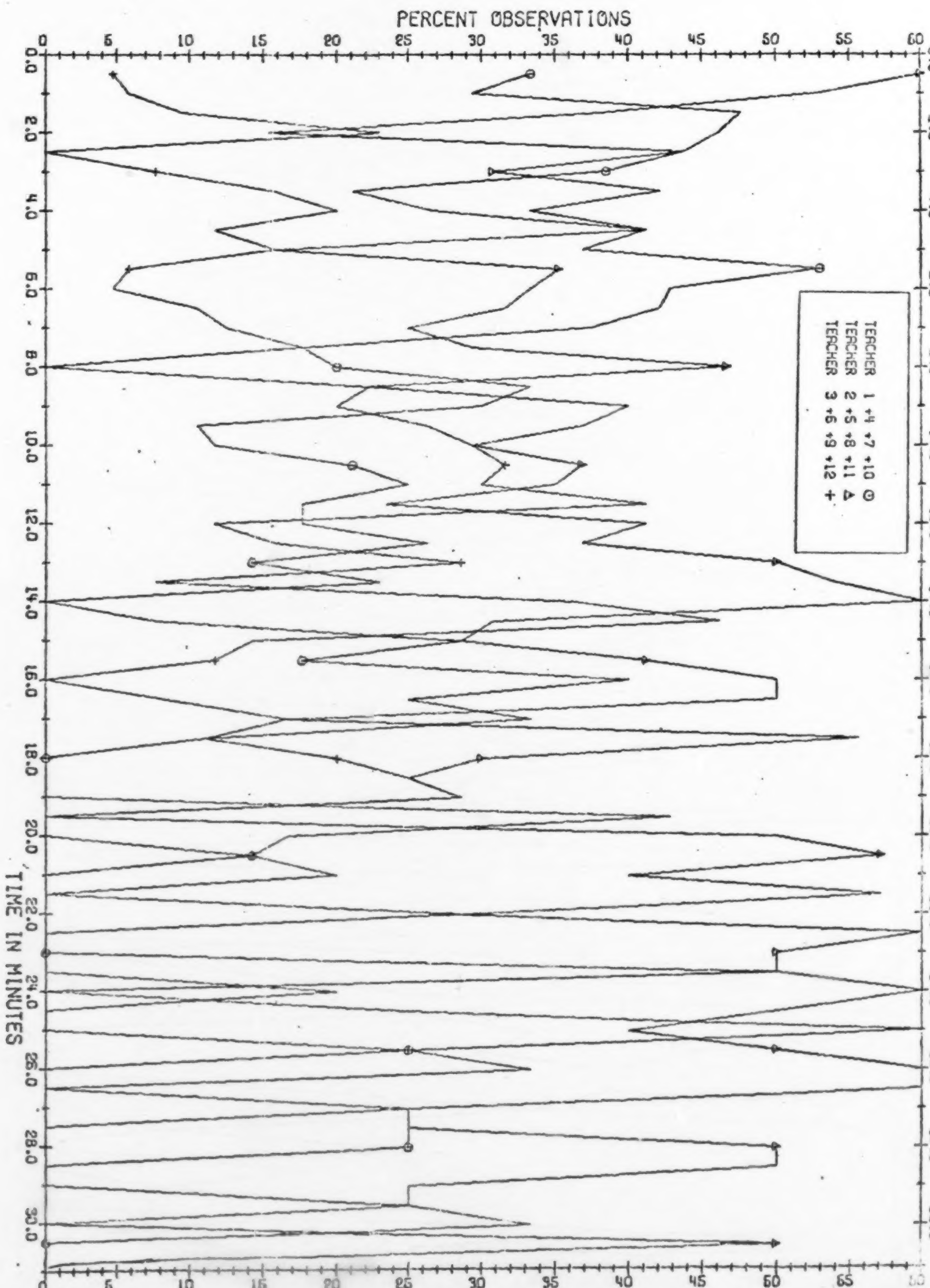
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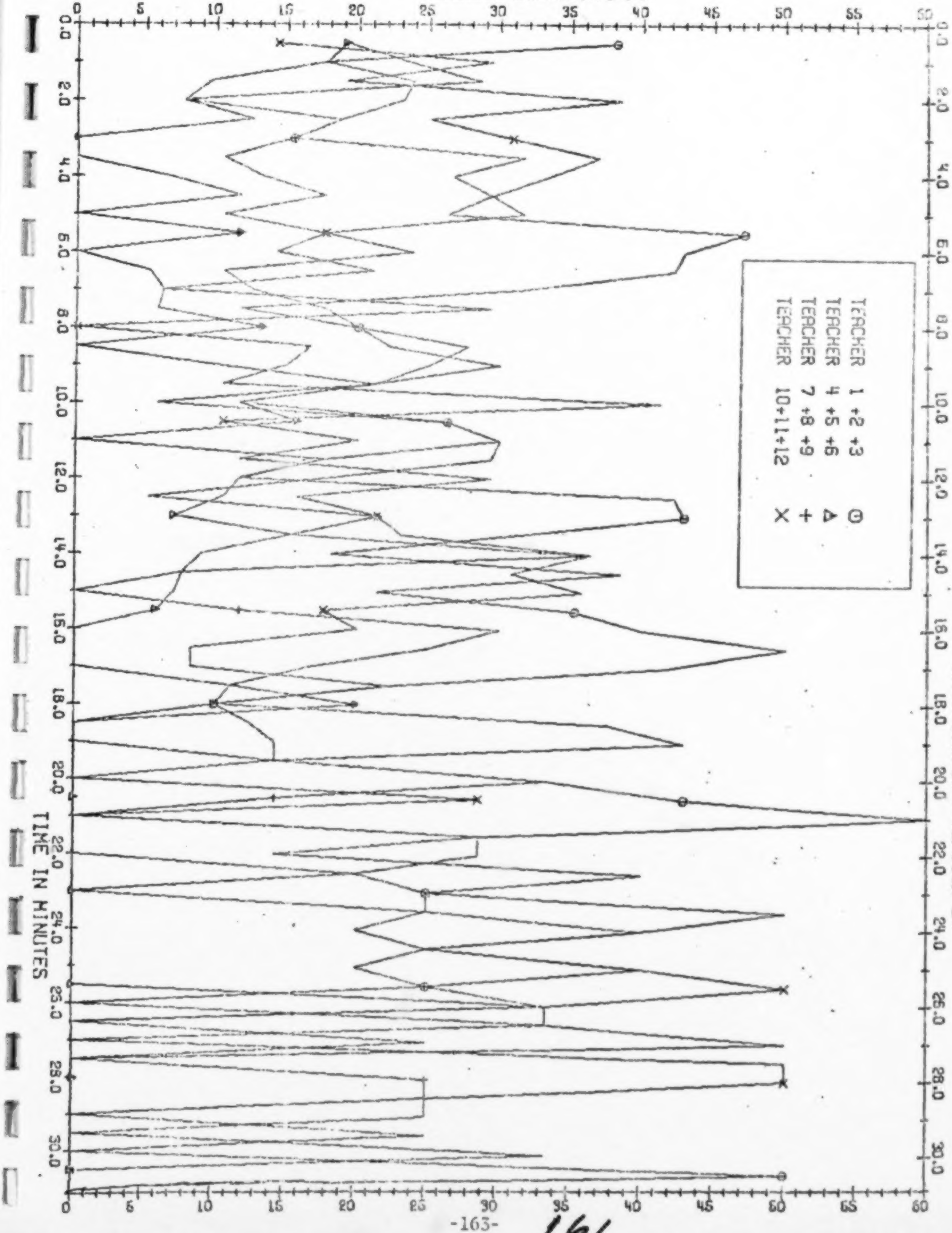
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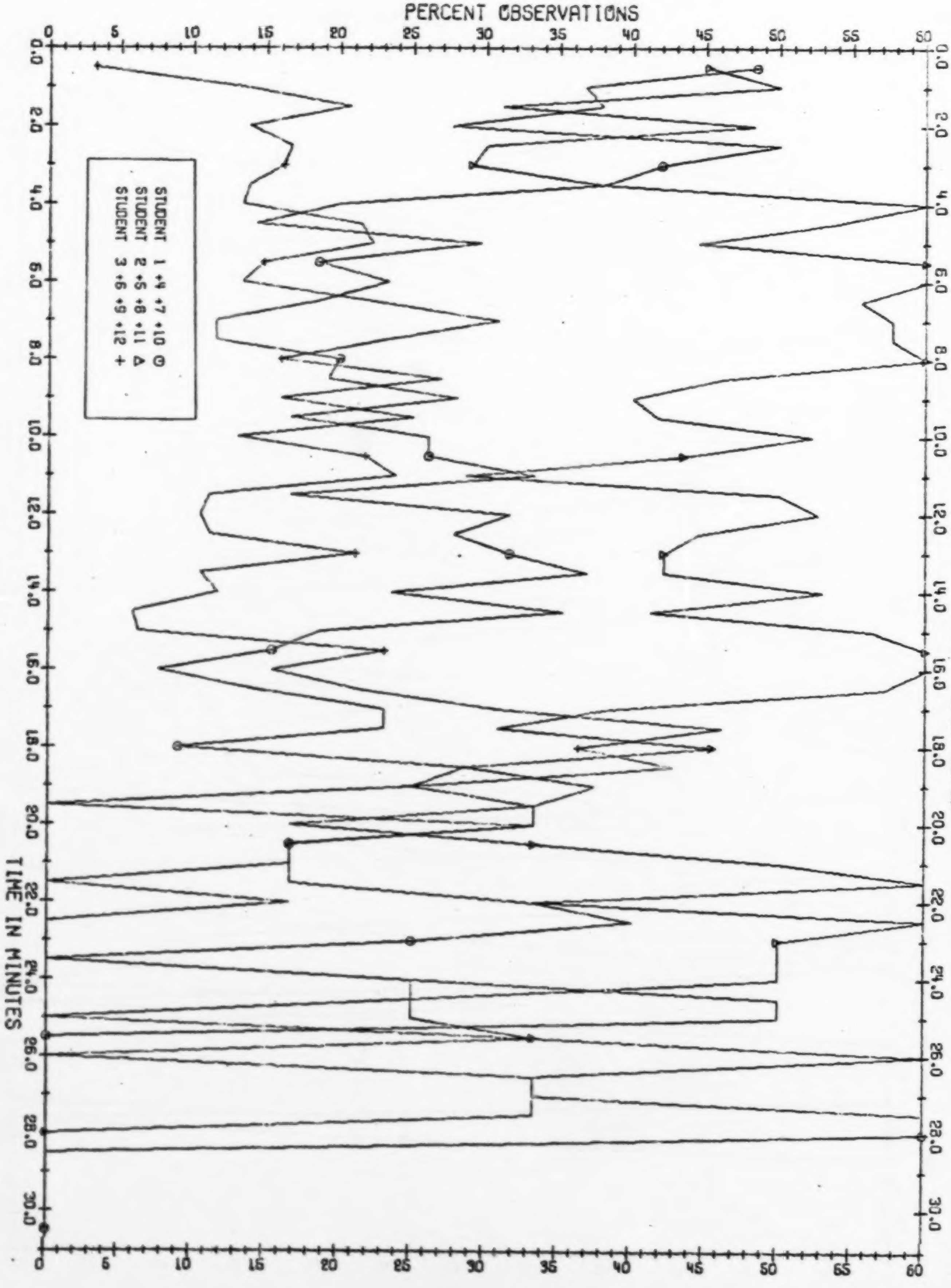
3. "Living With Love" version 1



"LIVING WITH LOVE", Version 1 SHOW SEVEN

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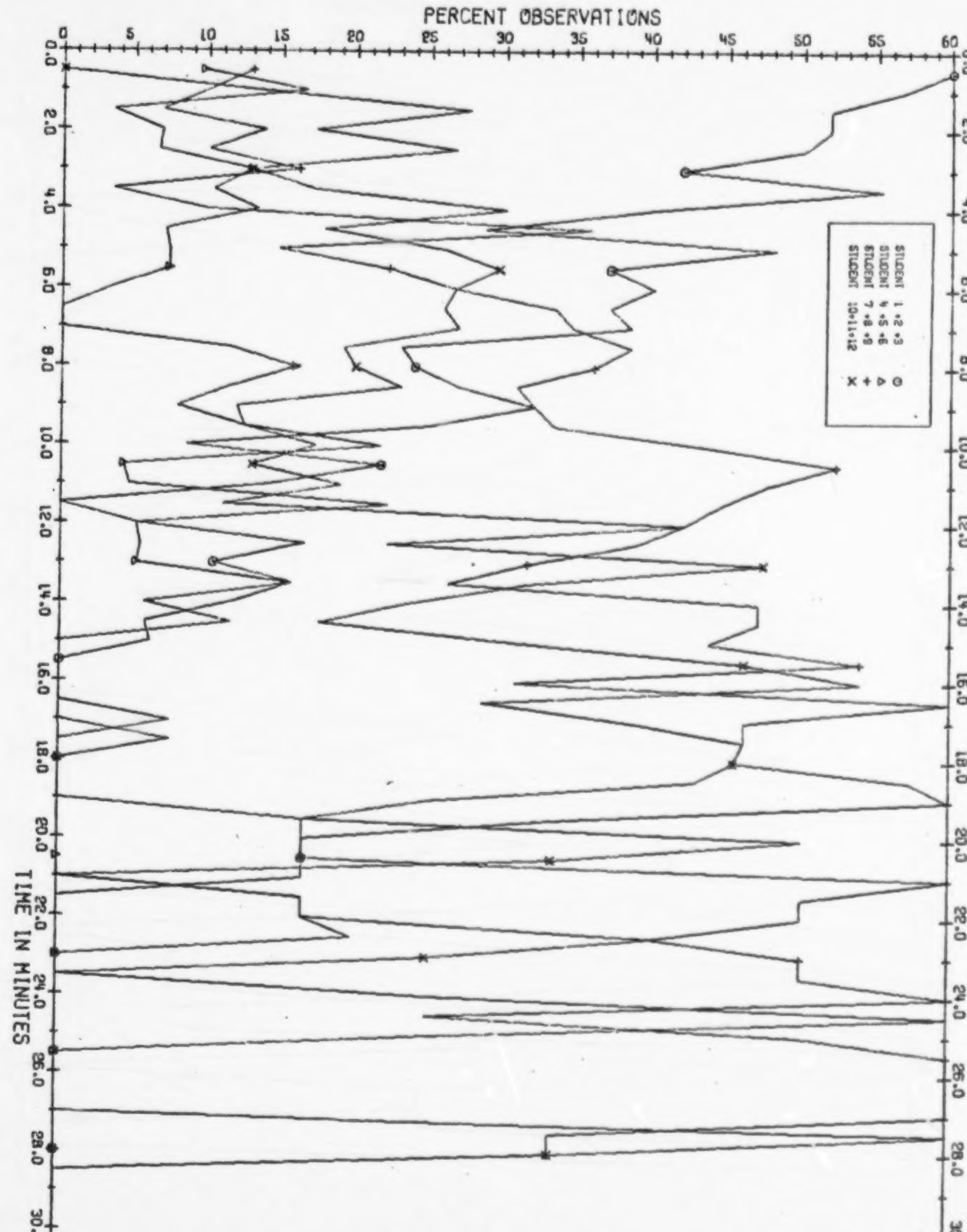
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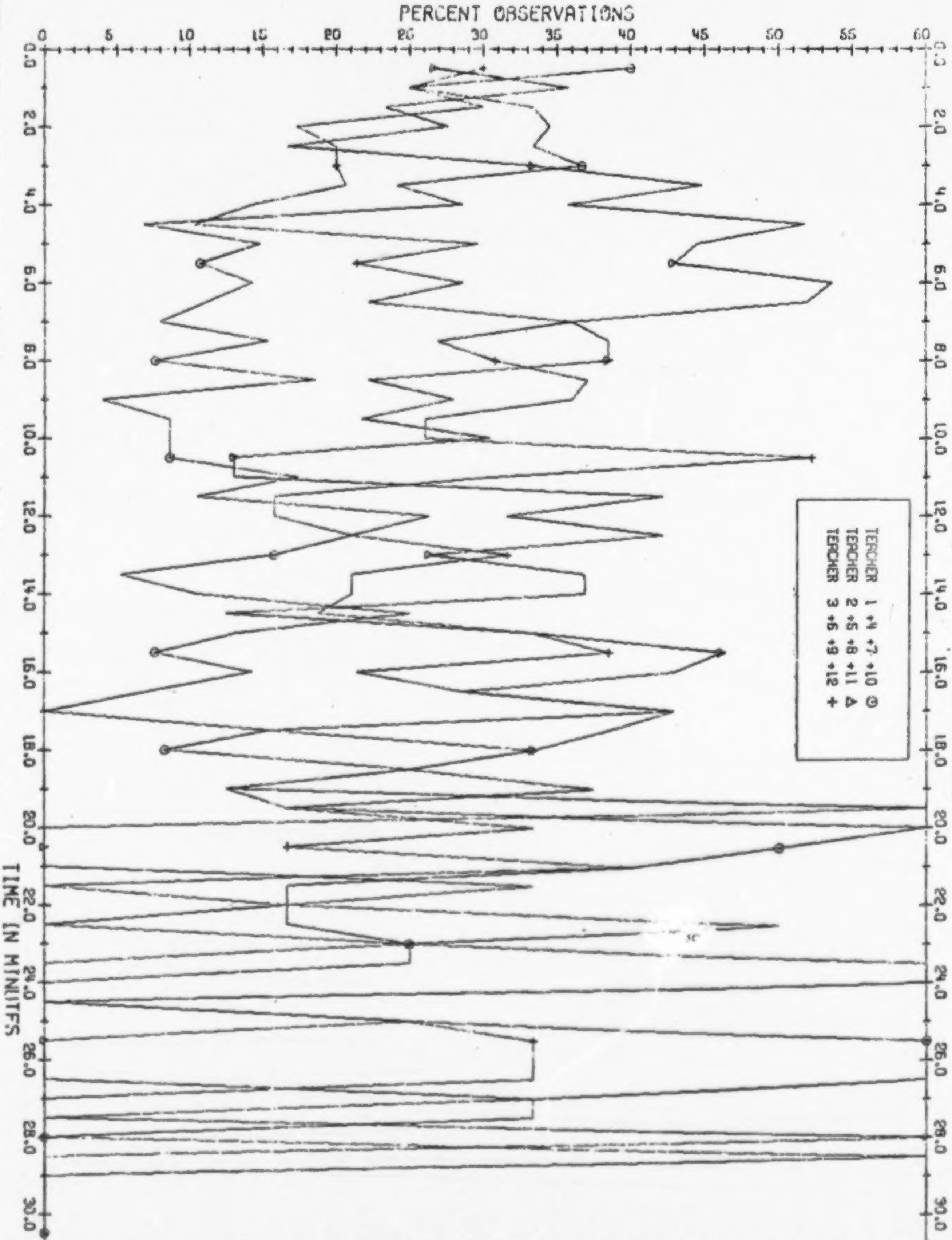

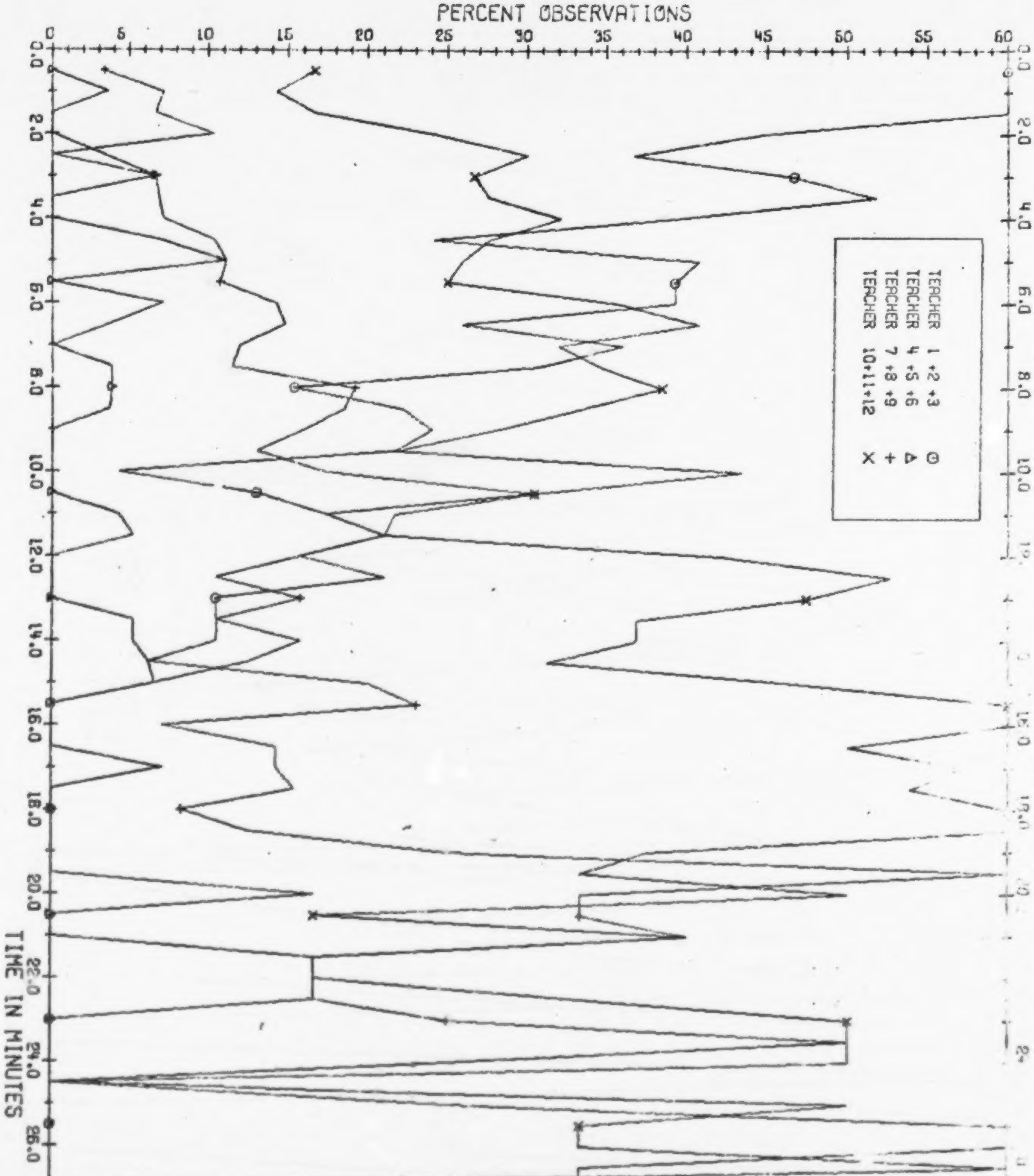

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3. "Living With Love" version 2

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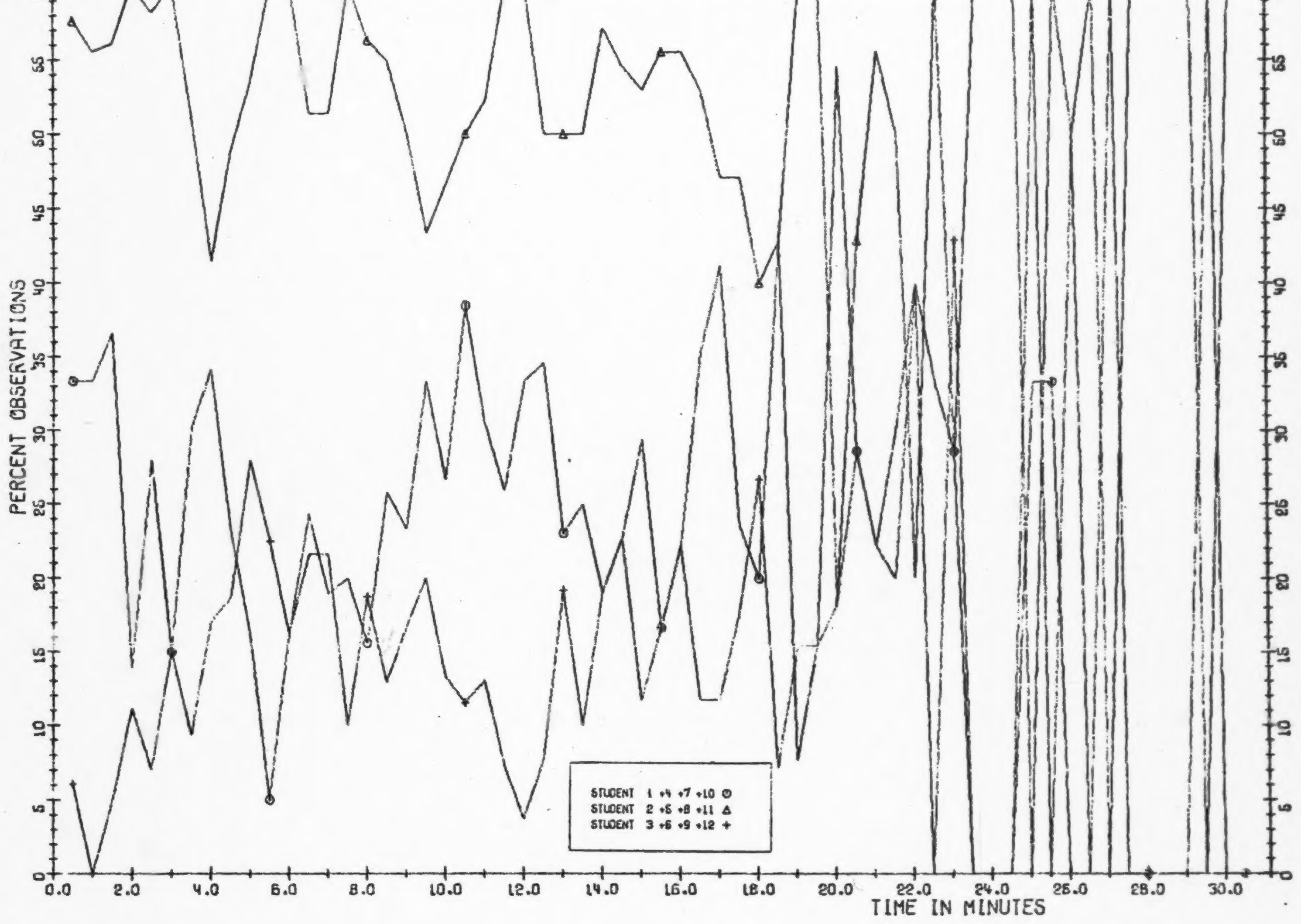

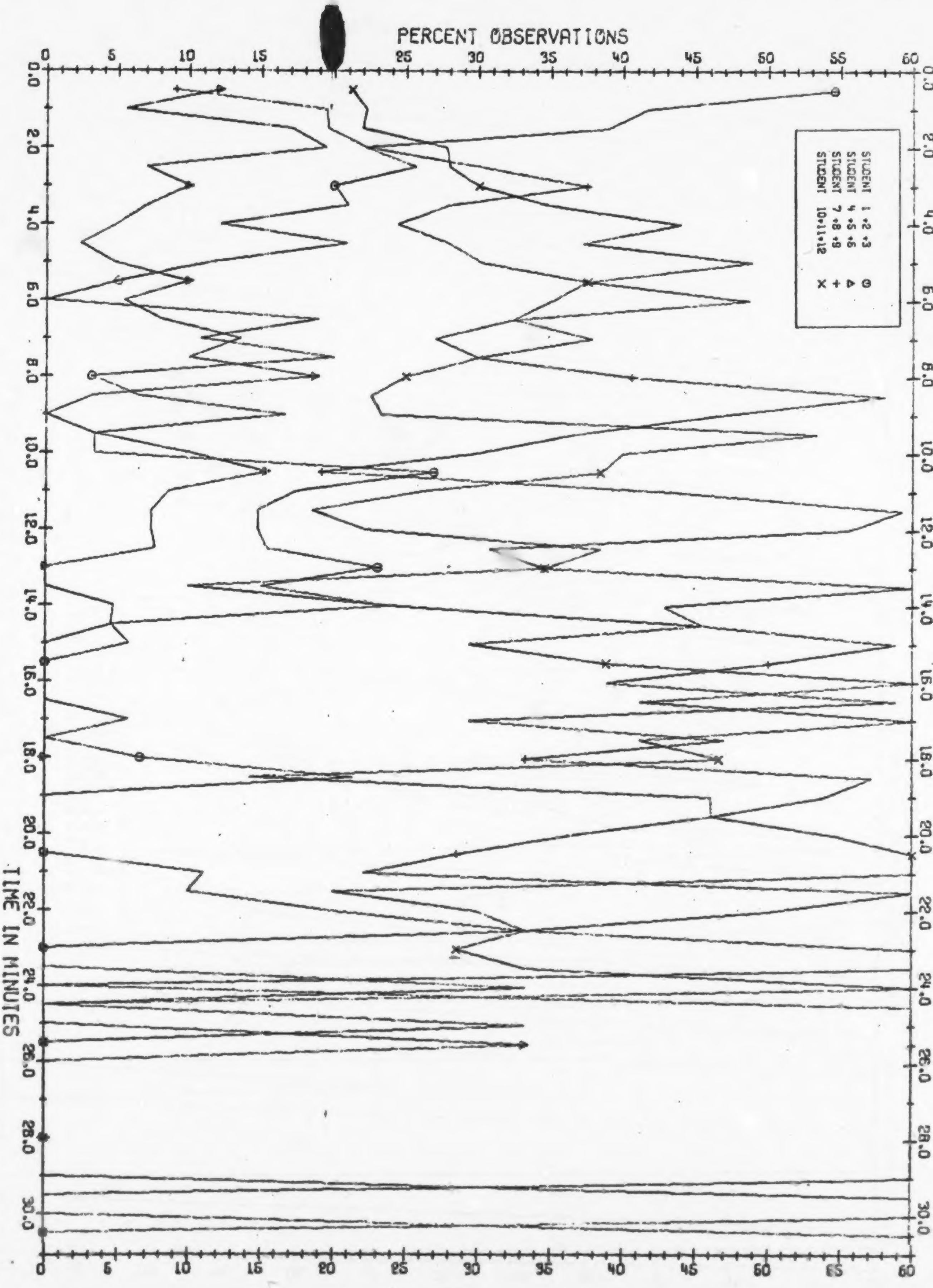

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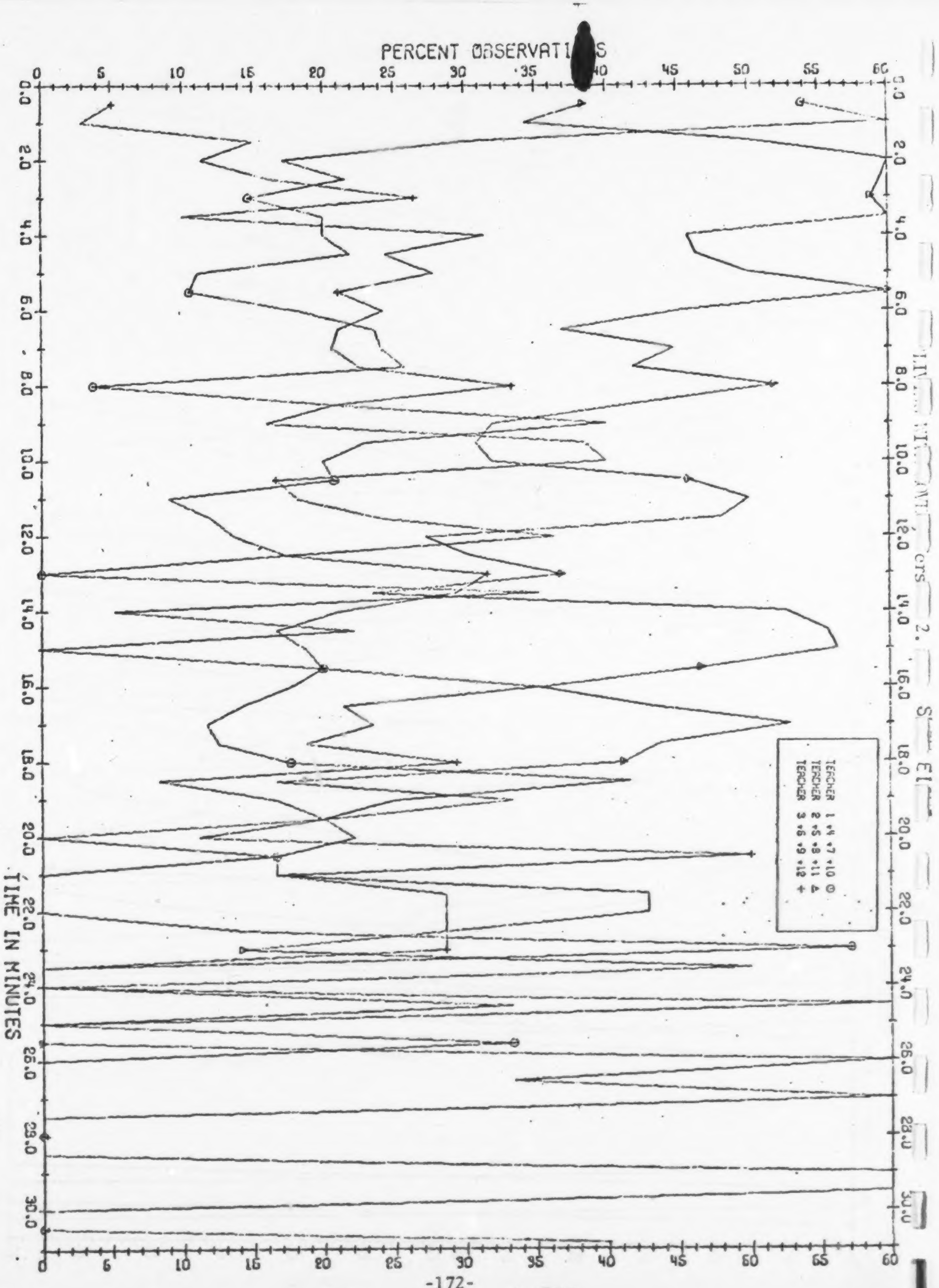
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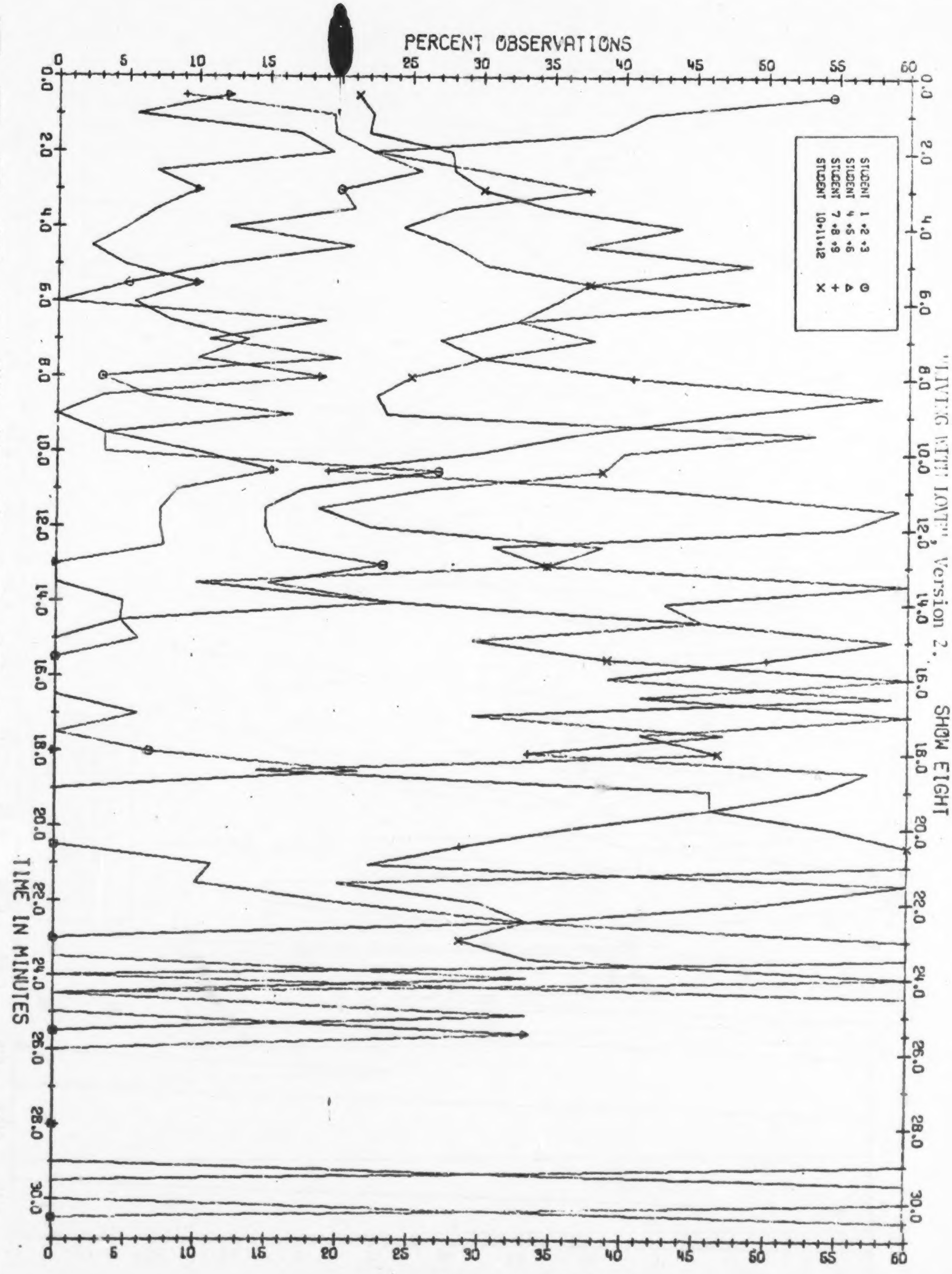

"LIVING WITH LOVE", Version 2. SHOW EIGHT

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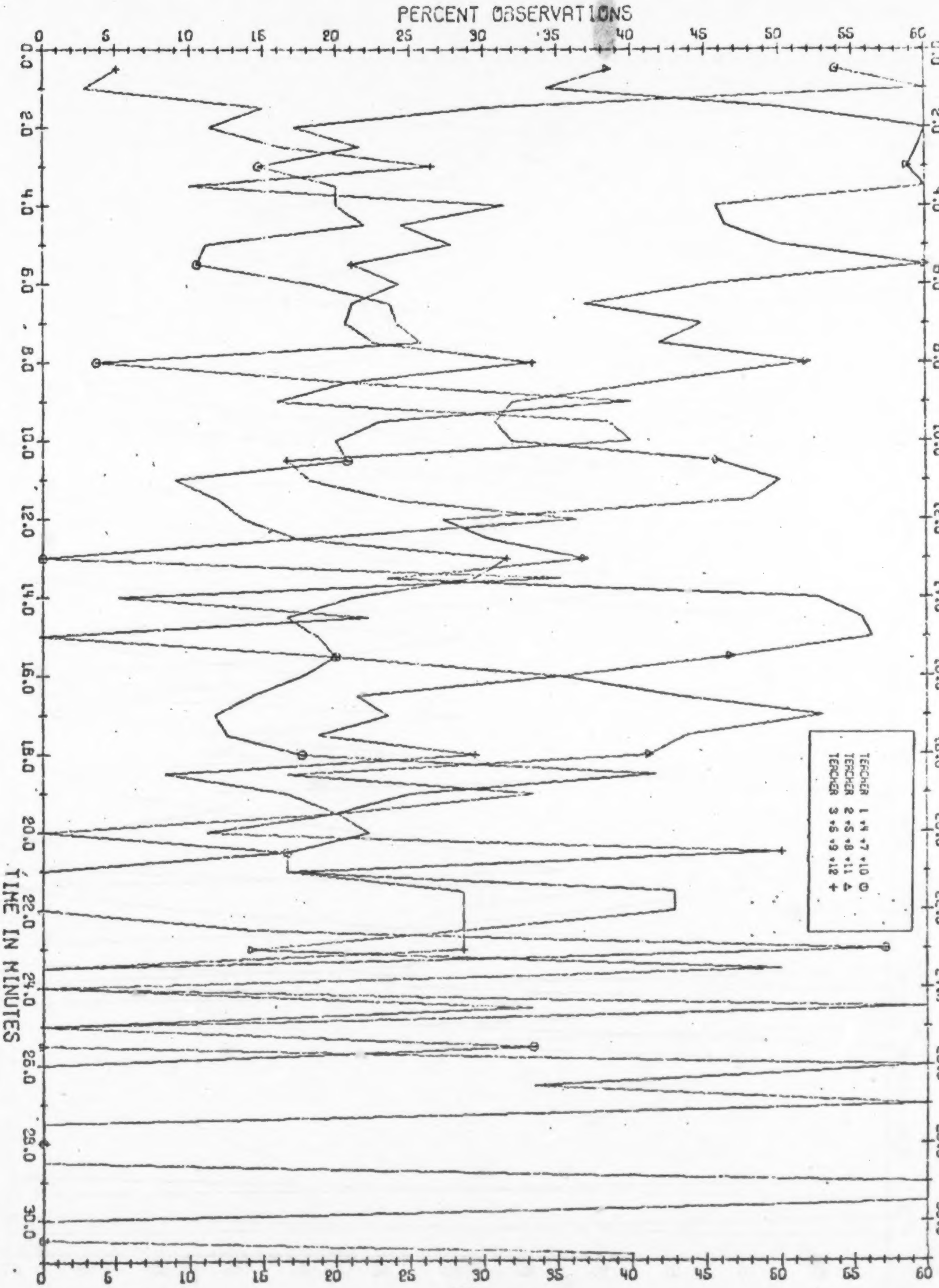
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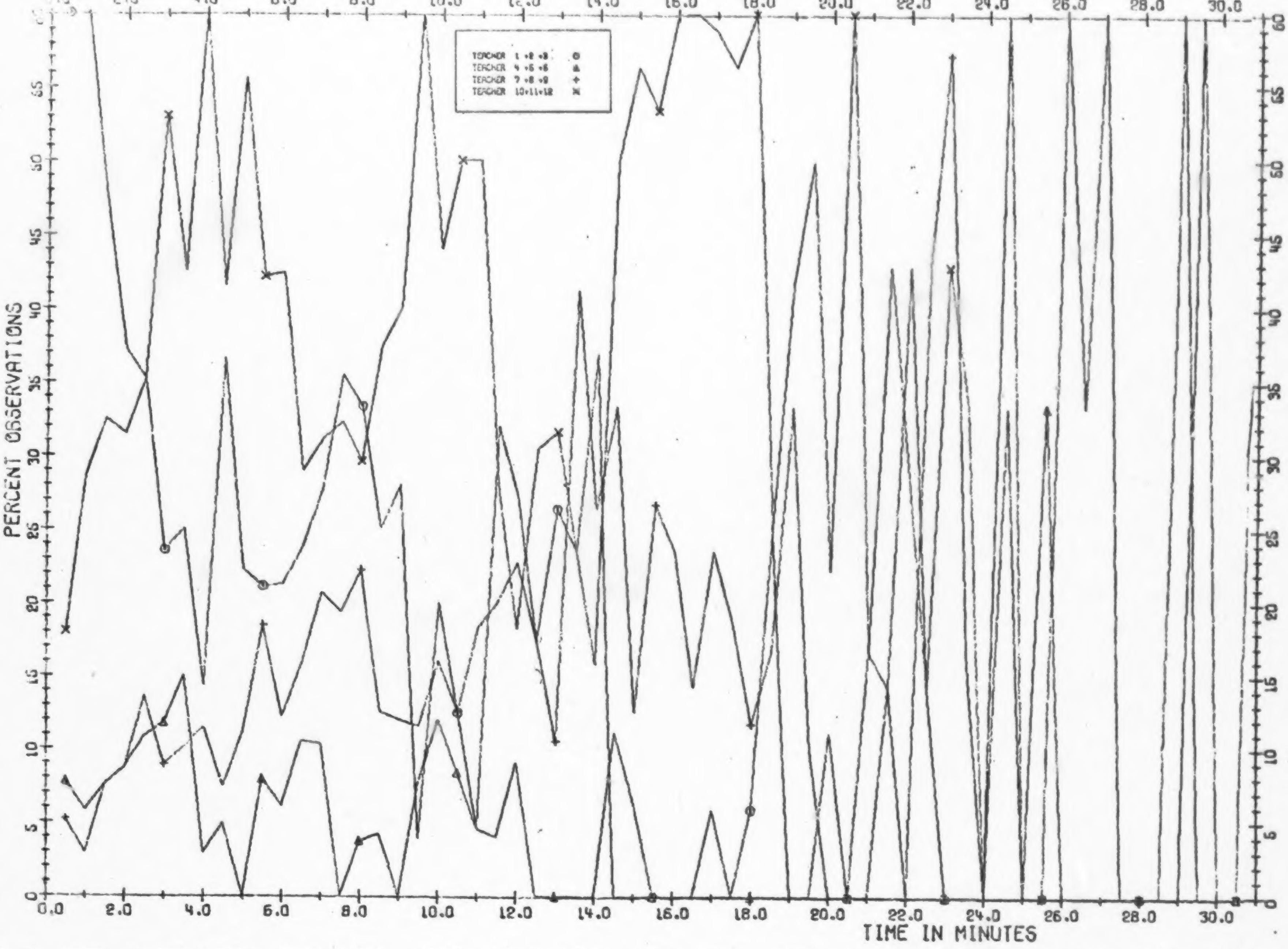
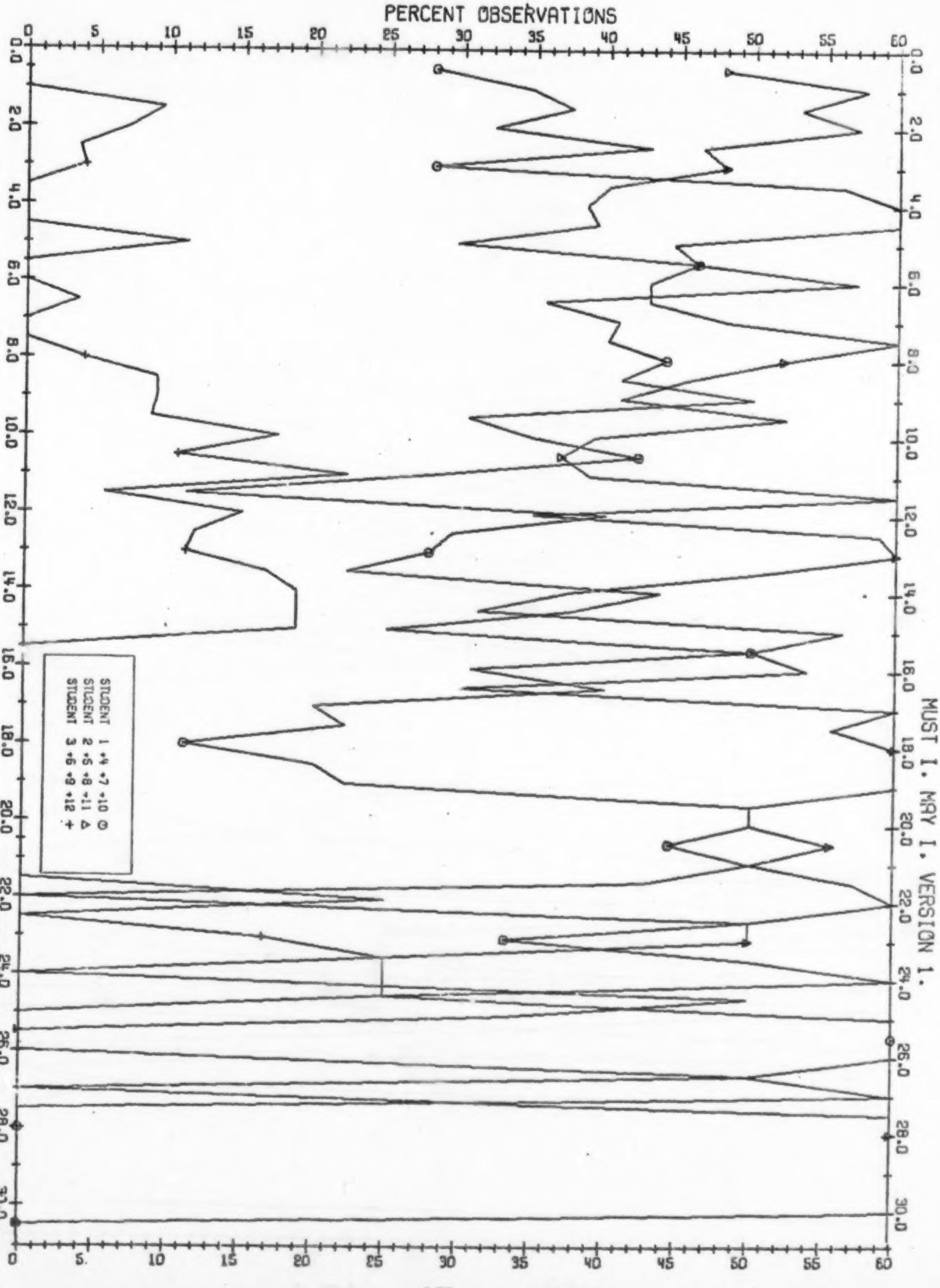
TEACHER 1 •4 •7 •10 ⊙
TEACHER 2 •5 •8 •11 △
TEACHER 3 •6 •9 •12 +

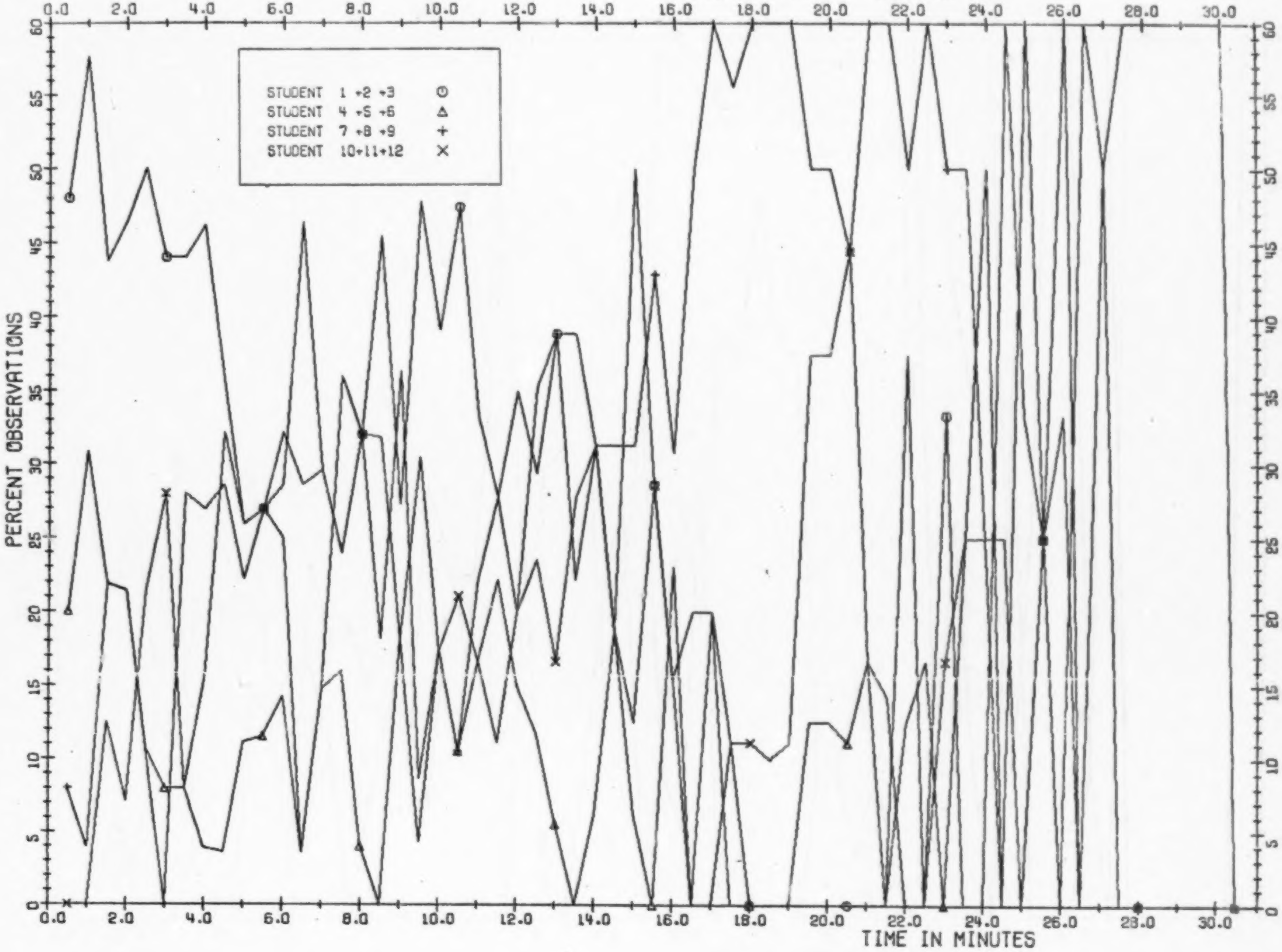
"LIVING WITH LOVE", Version 2. SHOW EIGHT

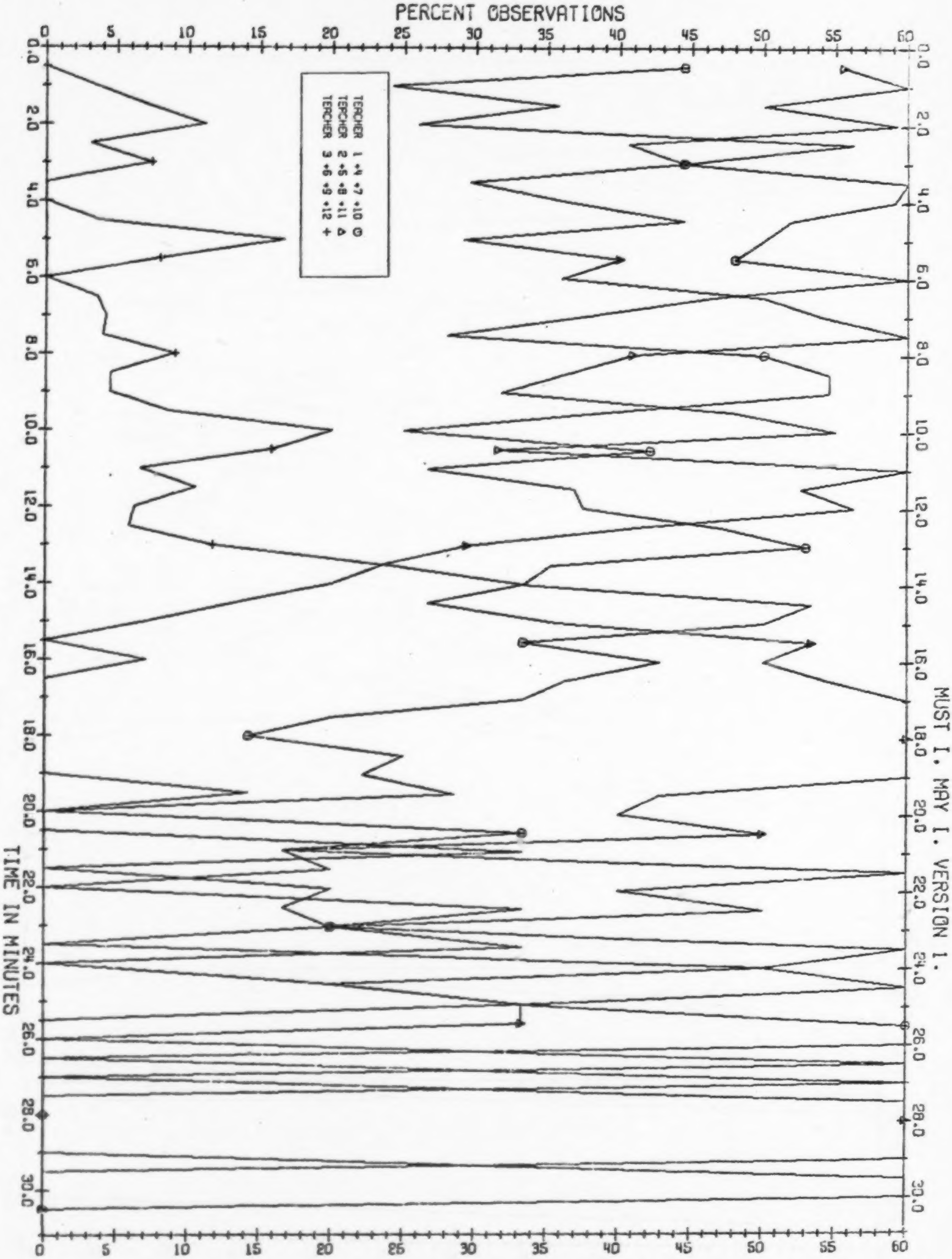


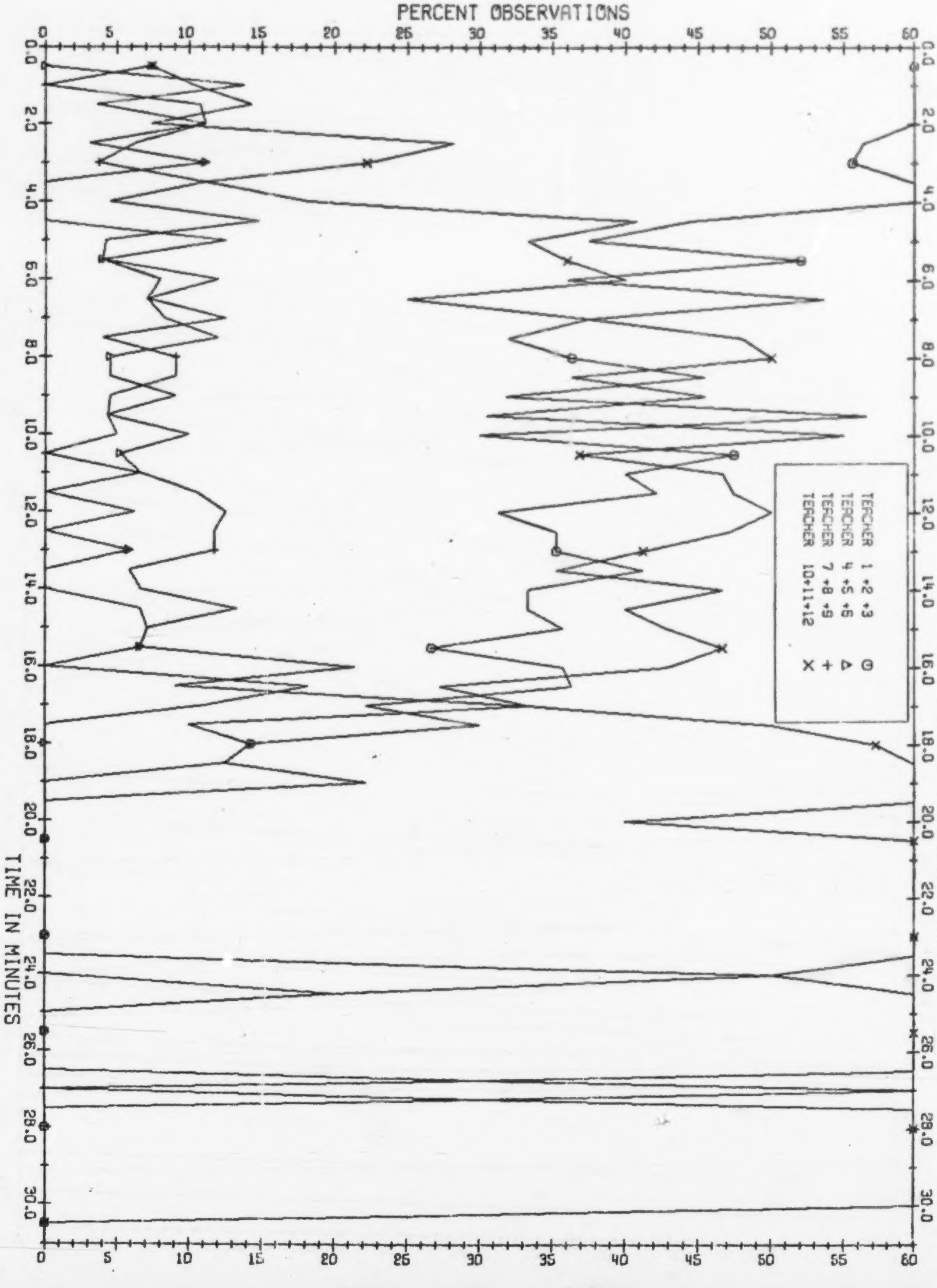
5. "Must I, May I" version 1


PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
MUST I. MAY I. VERSION 1.
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
STUDENT 1 +4 +7 +10 ⊙
STUDENT 2 +5 +8 +11 △
STUDENT 3 +6 +9 +12 +

MUST I. MAY I. VERSION 1.




PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
TEACHER 1 +4 +7 +10 ⊖
TEACHER 2 +5 +8 +11 △
TEACHER 3 +6 +9 +12 +
MUST I. MAY I. VERSION I.
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0


MUST I. MAY I. VERSION 1.

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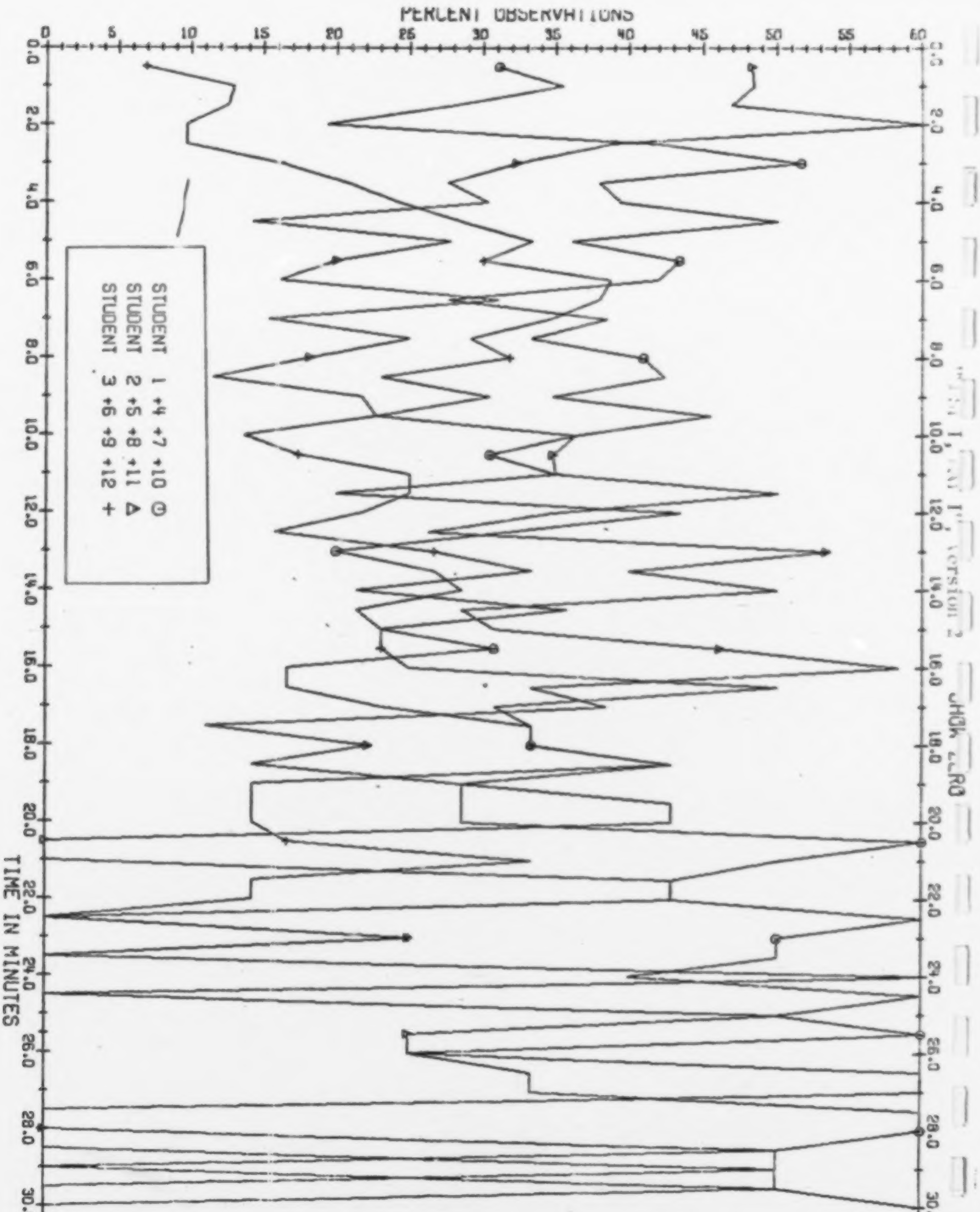
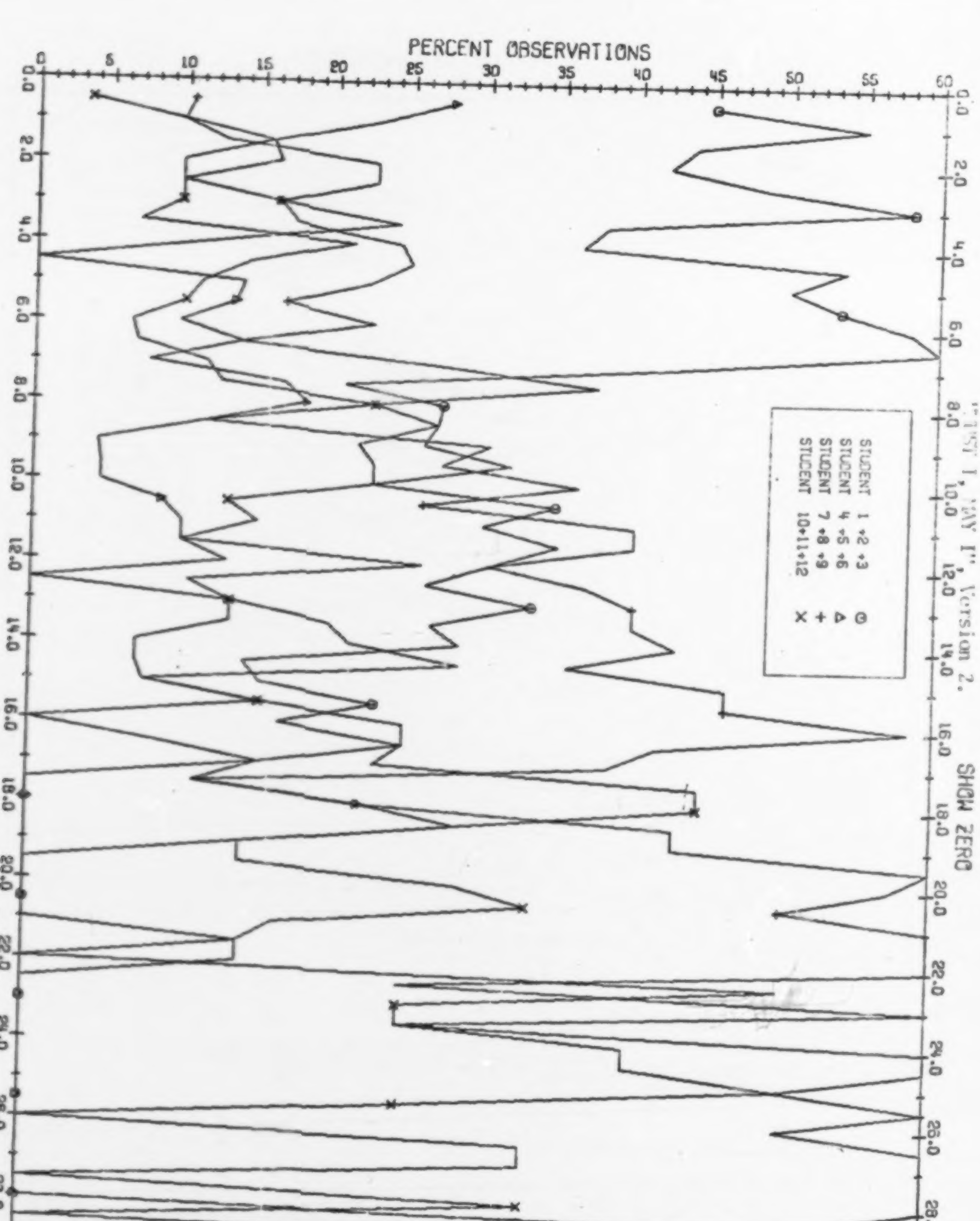
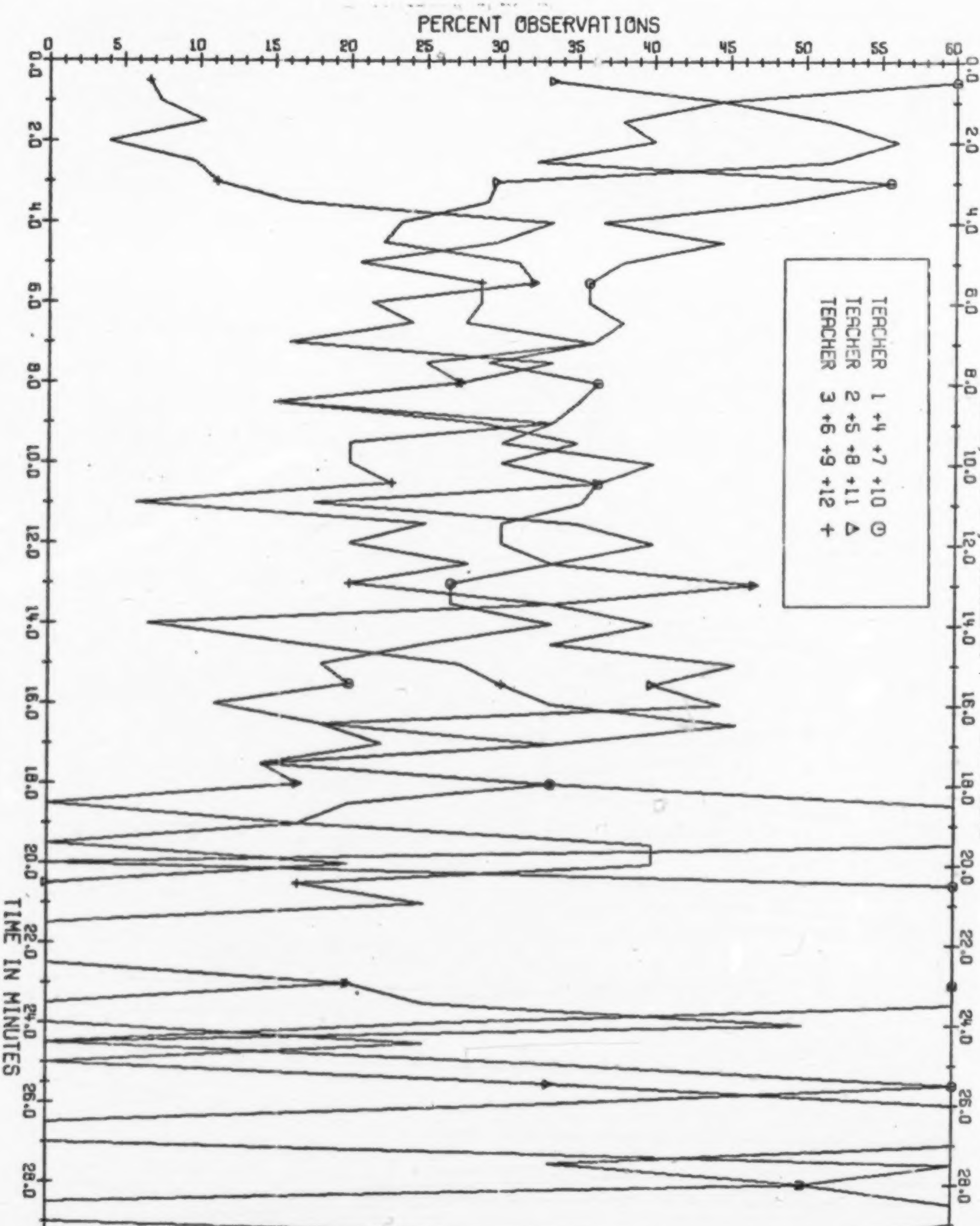
6. "Must I, May I" version 2

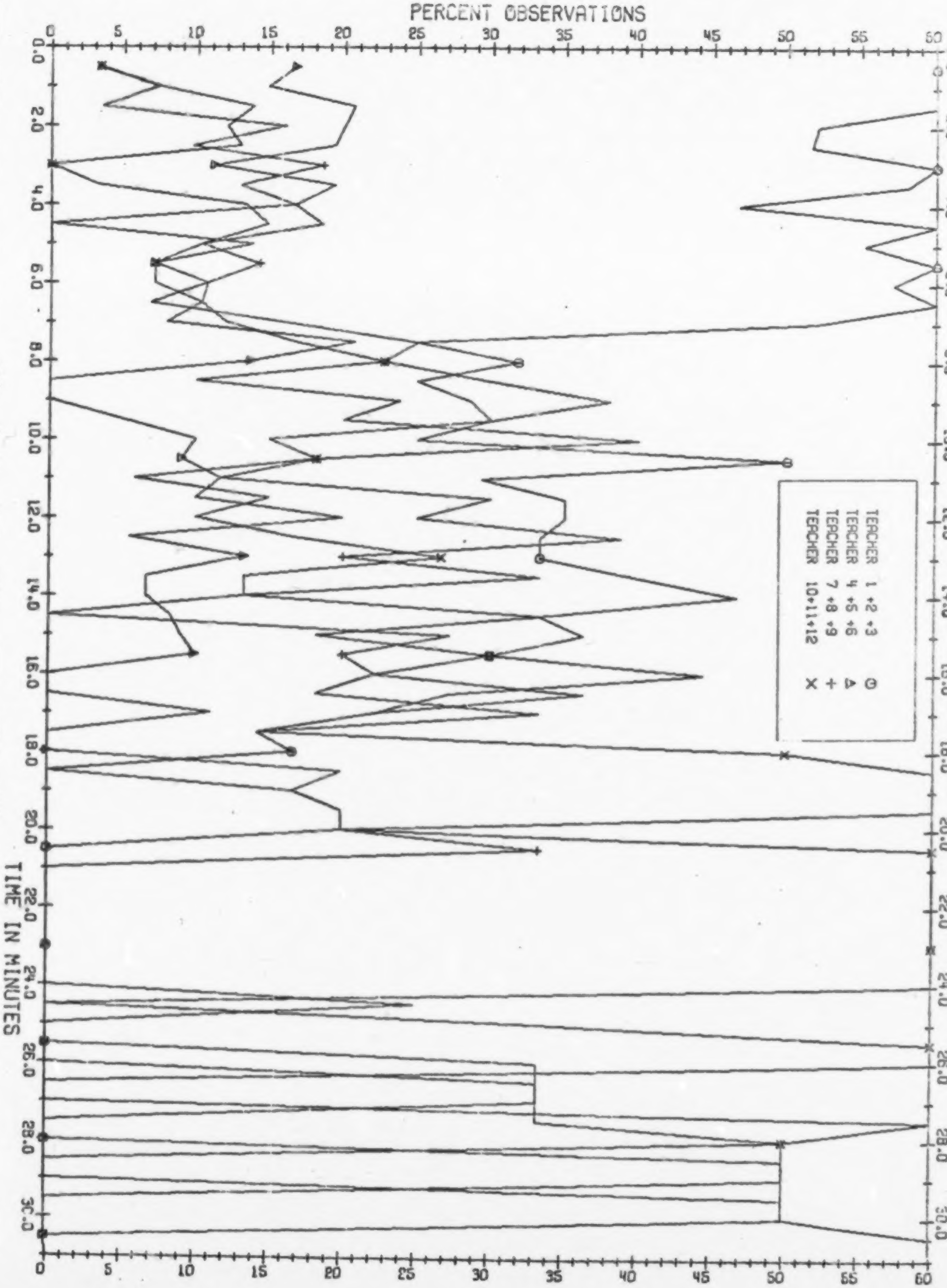

PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
STUDENT 1 +4 +7 +10 ⊙
STUDENT 2 +5 +8 +11 △
STUDENT 3 +6 +9 +12 +



PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
"TEST 1, DAY 1", Version 2.
SHOW ZERO
STUDENT 1+2+3 ⊙
STUDENT 4+5+6 △
STUDENT 7+8+9 +
STUDENT 10+11+12 ×



TEST 1, DAY 1, Version 2. Show Zero

PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
TEST I, MAY I", Version 2.
SHOW ZERO
TEACHER 1 +2 +3 ⊙
TEACHER 4 +5 +6 △
TEACHER 7 +8 +9 +
TEACHER 10+11+12 ×

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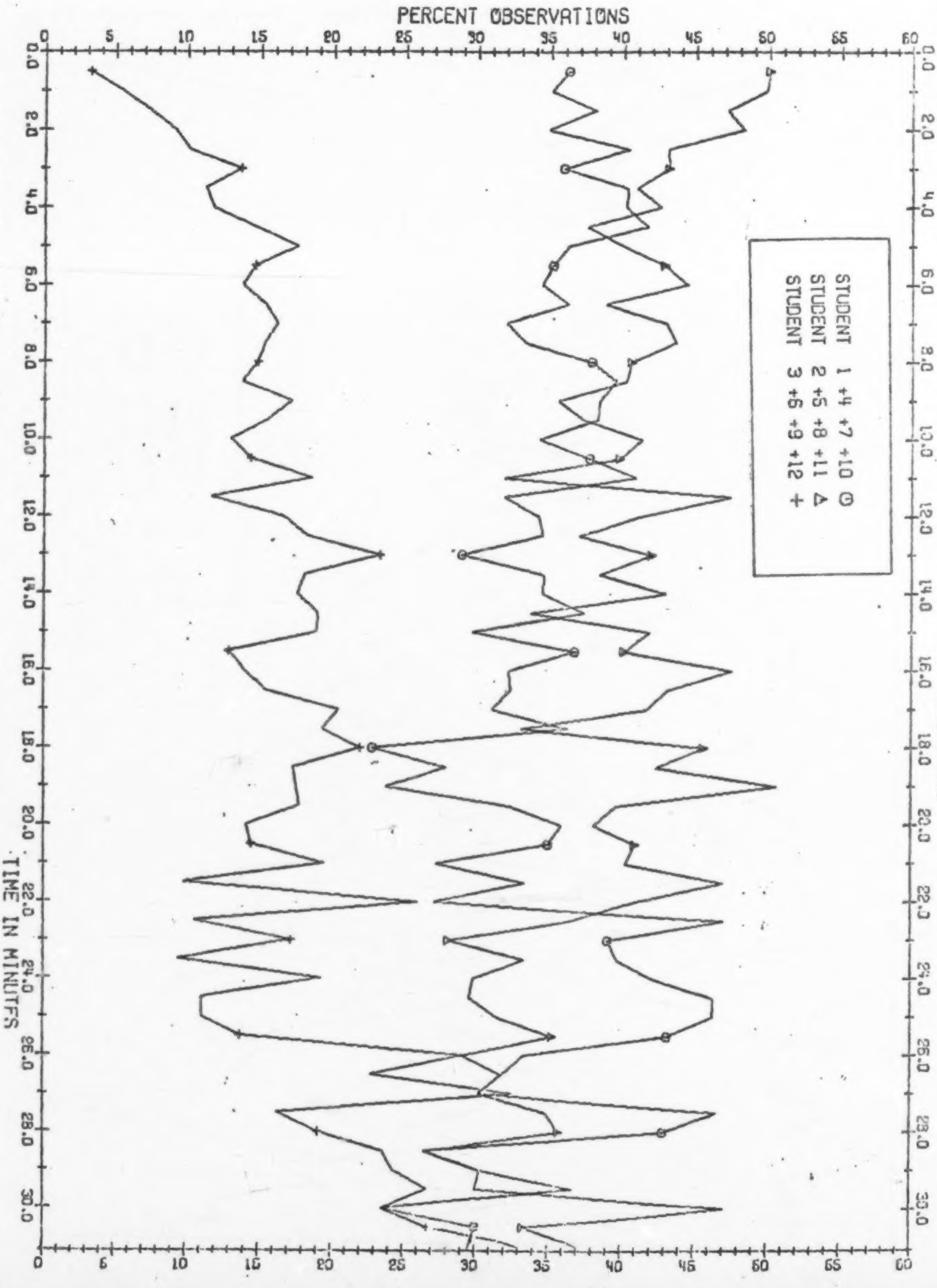
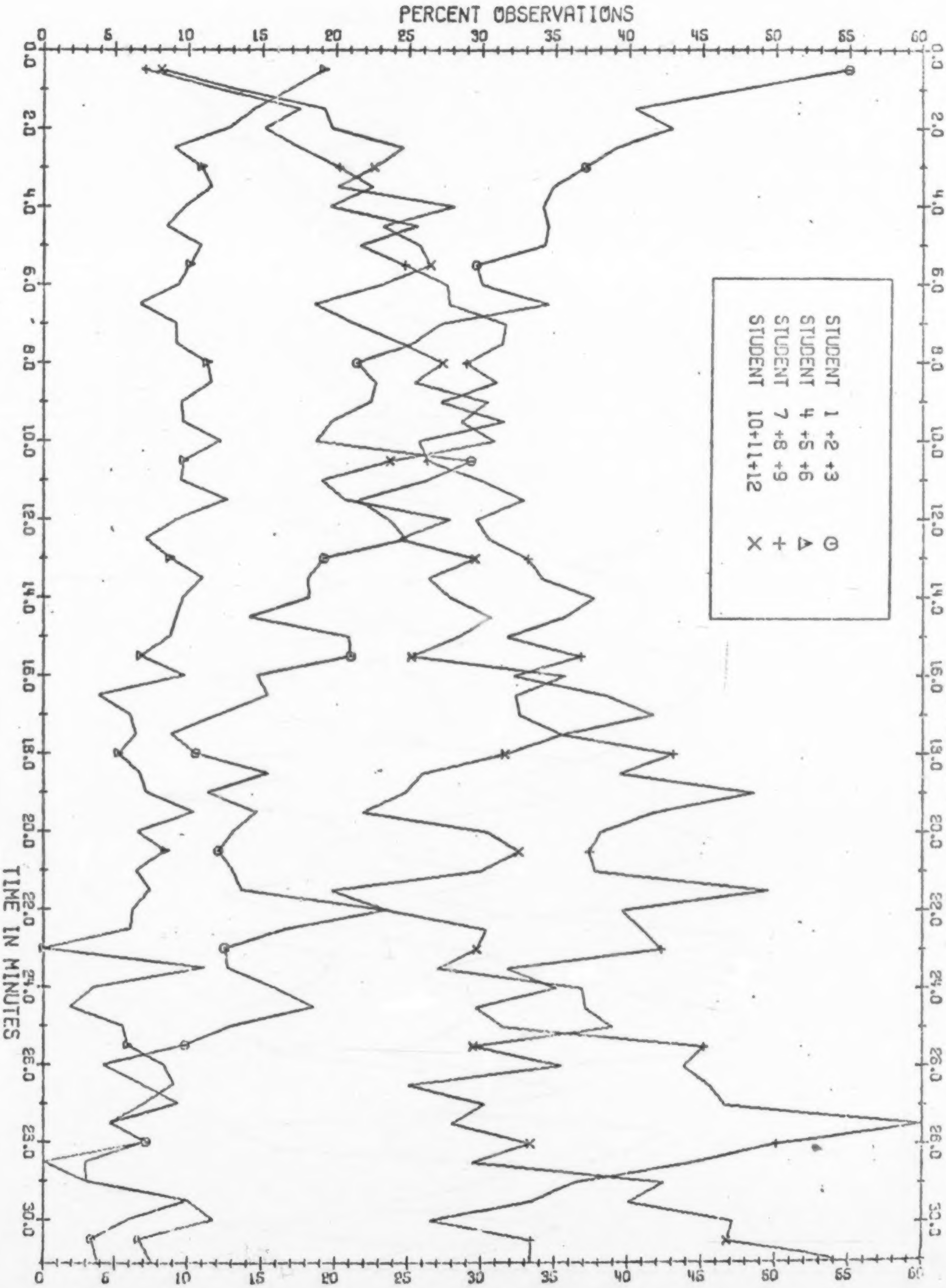
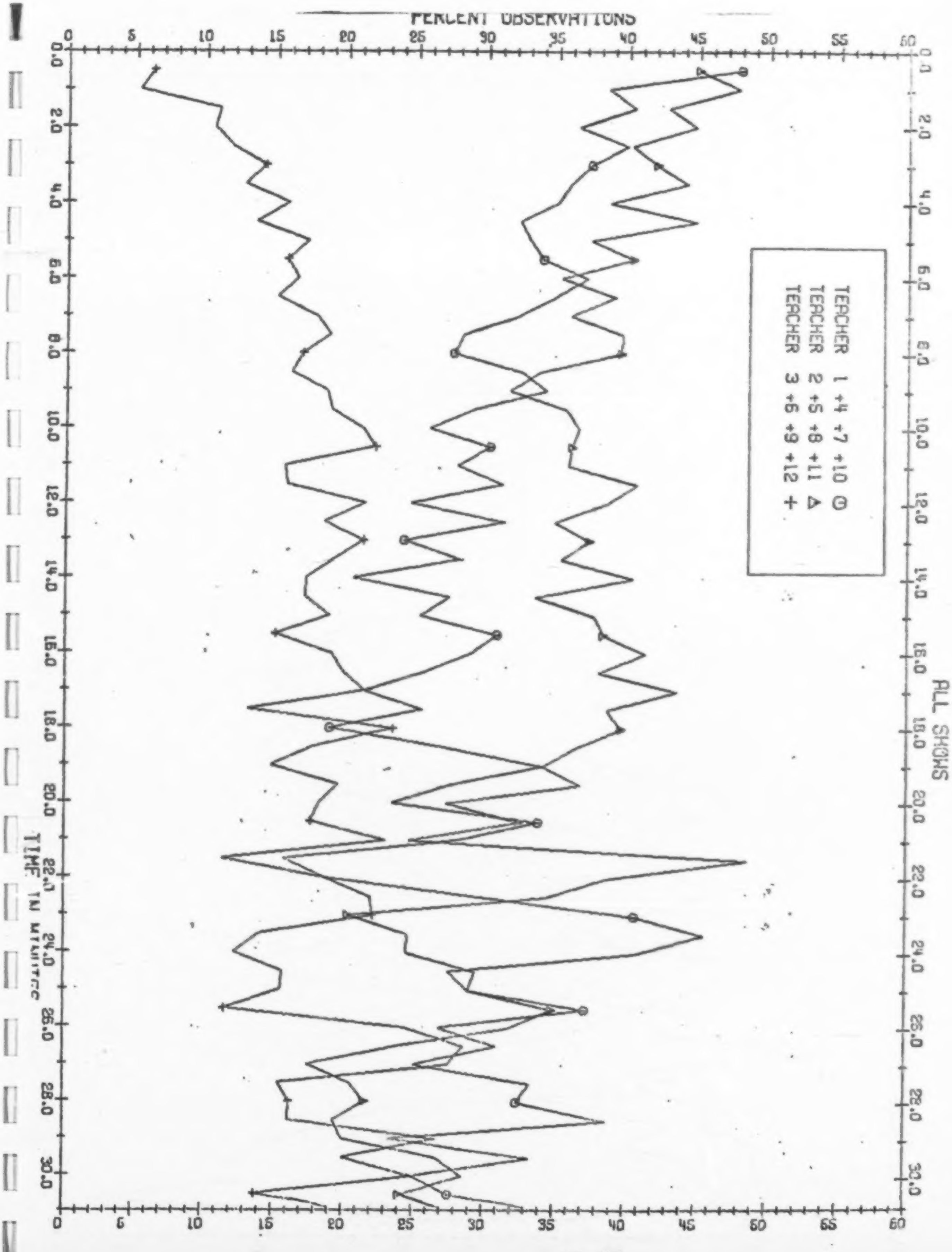
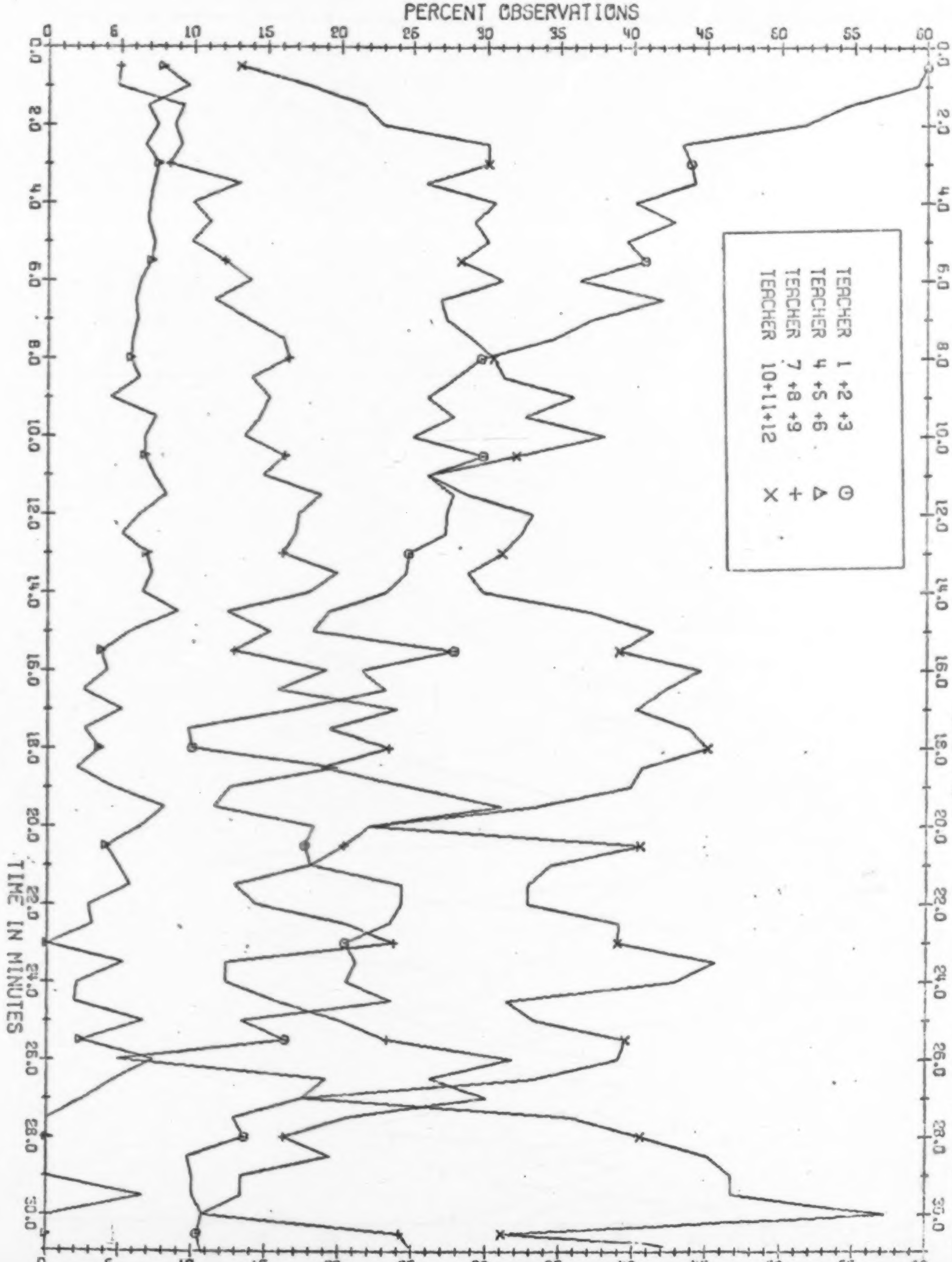
7. All Shows


PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
ALL SHOWS
STUDENT 1 +4 +7 +10 ⊙
STUDENT 2 +5 +8 +11 △
STUDENT 3 +6 +9 +12 +
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
TIME IN MINUTES


PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
ALL SHOWS
STUDENT 1 +2 +3 ⊖
STUDENT 4 +5 +6 △
STUDENT 7 +8 +9 +
STUDENT 10+11+12 ×
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0


PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
ALL SHOWS
TEACHER 1 +4 +7 +10 ⊙
TEACHER 2 +5 +8 +11 △
TEACHER 3 +6 +9 +12 +


PERCENT OBSERVATIONS
0
5
10
15
20
25
30
35
40
45
50
55
60
TIME IN MINUTES
0.0
2.0
4.0
6.0
8.0
10.0
12.0
14.0
16.0
18.0
20.0
22.0
24.0
26.0
28.0
30.0
TEACHER 1 +2 +3 ⊙
TEACHER 4 +5 +6 Δ
TEACHER 7 +8 +9 +
TEACHER 10+11+12 ×

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XV. NIT CLASSROOM INTERACTION
MATRIX GRAPHING PROGRAM

MIT Classroom Interaction Matrix Graphing Program

Data Structure

The data for this program is assumed to be derived from a series of 90 matrices structured as follows:

	Col.1	Col.2	Col.3	Col.4			
Row 1	1	4	7	10	14		
Row 2	2	5	8	11		F	13
Row 3	3	6	9	12			

Cells 13 and F are residual categories not considered to be part of any particular row or column. Cell 14 is considered part of Row 1 but not a member of any column.

For each matrix, a maximum of five observations may be made.
Subcategory S: any two different cells (including 13 but not F) may be scored to indicate presence of particular attributes.
Subcategory T: same as above.
Subcategory F: in F may be entered any two digit number from 00 to 99.

The data is punched on sets of 15 cards as follows:
Cols. 1-20: identification field.
Cols. 21-22: cell number of first S observation.
Cols. 23-24: cell number of second S observation.
Cols. 25-26: cell number of first T observation.
Cols. 27-28: cell number of second T observation.
Cols. 29-30: enter the two digit number representing the value of F.

Repeat columns 21-30 six times per card.

The program prepares graphs with a vertical axis 60 units long and a horizontal axis of 90.

Missing data is automatically excluded from all computations.

Column 13 in the identification field of every card is the selection index referred to below as the "show number" on the PICK PROGRAM card. It may range from 0 to 9.

Except for the plot of F, the lines plotted on a given graph are in relative percentages (i.e., the frequency of observations in each cell relative to the frequency of observations in each of the other 13 cells) on the vertical axis and on a non-relativized scale of 90 horizontally. The horizontal scale is essentially an index to the original matrices.

Separate graphs are produced for the set of all S observations and the set of all T observations unless control cards in control subset A (see below) are introduced in the control deck.

The graph of F is a single line representing the mean of all existing observations at a given horizontal point.

Control Cards

```
Col.                        Col.
1                           16
↓                           ↓
[PICK PROGRAM .             /99/9/ALL SHOWS/
                             a. b.    c.
```

a. Show number (0-9) or if no.> 9--all shows
b. No. of characters in label following (including blanks)
c. Program label--must be provided on every "PICK PROGRAM" card to supply graph heading. Can be up to 55 spaces long.

```
rol  [STUDENT+TEACHER
ct   [TEACHER+STUDENT
     [STUDENT ONLY
     [TEACHER ONLY
     [STUDENT-TEACHER
```

Lasts until another A card or "PICK PROGRAM" card is encountered. If none included, STUDENT-TEACHER is assumed. STUDENT-TEACHER signals three plots--for student, for teacher, and for teacher fraction.

```
rol  [PICK ALL CELLS
ct   [PICK COLUMN               /1,2,3,4/
                                   d.
     [PICK ROW                  /1,2,3/
                                   e.
     [PICK CELLS                /1+2,3,5,etc/
                                   f.
```

d. Must be one or more digits in range 1-4. Addition not permitted.
e. Must be one or more digits in range 1-3. Addition not permitted.
f. Any combination permitted. More than 3 lines per graph not recommended. Single cells (up to 14) permitted and/or any combination.
B. Need one of these for each plot <u>or</u>--in case of STUDENT-TEACHER--each <u>set</u> of plots.

```
[END
```

END card is mandatory.

XVI. PROGRAM VERSION DIFFERENCES

(COMPUTER SCORED SUMMARIES)

1. "In My Memory"

VAR001 "What was the class doing prior to the program?"

```
                      PROGNUM
           COUNT    I
           COL PCT  I1 IN MY   2 IN MY      ROW
                    I MEMORY    MEMORY     TOTAL
                    I     5.00I     6.00I
VAR001     ---------I---------I---------I
             1.00   I    15   I    13   I     28
  CLASSWORK         I  46.9   I  76.5   I   57.1
                   -I---------I---------I
             2.00   I     4   I     0   I      4
  DISCUSSN          I  12.5   I   0.0   I    8.2
                   -I---------I---------I
             3.00   I     9   I     4   I     13
  RECESS            I  28.1   I  23.5   I   26.5
                   -I---------I---------I
             4.00   I     4   I     0   I      4
  LUNCH             I  12.5   I   0.0   I    8.2
                   -I---------I---------I
           COLUMN         32        17        49
           TOTAL        65.3      34.7     100.0

CHI SQUARE =      6.04012 WITH   3 DEGREES OF FREEDOM
```

VAR009 "Rate the teacher on the following aspect during the discussion." (Tense--Relaxed)

```
                      PROGNUM
           COUNT    I
           COL PCT  I1 IN MY   2 IN MY      ROW
                    I MEMORY    MEMORY     TOTAL
                    I     5.00I     6.00I
VAR009     ---------I---------I---------I
             1.00   I     2   I     0   I      2
  VERY     TENSE    I   6.3   I   0.0   I    4.1
                   -I---------I---------I
             2.00   I     2   I     1   I      3
                    I   6.3   I   5.9   I    6.1
                   -I---------I---------I
             3.00   I     4   I     1   I      5
                    I  12.5   I   5.9   I   10.2
                   -I---------I---------I
             4.00   I     5   I     1   I      6
                    I  15.6   I   5.9   I   12.2
                   -I---------I---------I
             5.00   I     3   I     7   I     10
                    I   9.4   I  41.2   I   20.4
                   -I---------I---------I
             6.00   I    16   I     7   I     23
  VERY     RELAXED  I  50.0   I  41.2   I   46.9
                   -I---------I---------I
           COLUMN         32        17        49
           TOTAL        65.3      34.7     100.0

CHI SQUARE =      8.08782 WITH   5 DEGREES OF FREEDOM
```

VAR011 "Rate the teacher on the following aspects during the discussion." (Avoided subject of films--Engaged subject of films)

```
                          PROGNUM
                COUNT   I
                COL PCT I1 IN MY   2 IN MY     ROW
                        I MEMORY   MEMORY     TOTAL
                        I     5.00I     6.00I
 VAR011         --------I--------I--------I
                  1.00  I     2  I     0  I      2
   AVOIDED SUBJECT      I   6.3  I   0.0  I    4.1
                       -I--------I--------I
                  2.00  I     1  I     3  I      4
                        I   3.1  I  17.6  I    8.2
                       -I--------I--------I
                  3.00  I     1  I     2  I      3
                        I   3.1  I  11.8  I    6.1
                       -I--------I--------I
                  4.00  I     6  I     3  I      9
                        I  18.7  I  17.6  I   18.4
                       -I--------I--------I
                  5.00  I     6  I     4  I     10
                        I  18.7  I  23.5  I   20.4
                       -I--------I--------I
                  6.00  I    16  I     5  I     21
   ENGAGED SUBJECT      I  50.0  I  29.4  I   42.9
                       -I--------I--------I
                COLUMN      32       17         49
                 TOTAL     65.3     34.7      100.0

 CHI SQUARE =      6.51382 WITH    5 DEGREES OF FREEDOM
```

VAR012 "Rate the teacher on the following aspect during the discussion." (Students dominated discussion--Teacher dominated discussion)

```
                          PROGNUM
                COUNT   I
                COL PCT I1 IN MY   2 IN MY     ROW
                        I MEMORY   MEMORY     TOTAL
                        I     5.00I     6.00I
 VAR012         --------I--------I--------I
                  1.00  I     3  I     0  I      3
   STUDENT DOMINATE     I  10.0  I   0.0  I    6.4
                       -I--------I--------I
                  2.00  I     5  I     1  I      6
                        I  16.7  I   5.9  I   12.8
                       -I--------I--------I
                  3.00  I     3  I     4  I      7
                        I  10.0  I  23.5  I   14.9
                       -I--------I--------I
                  4.00  I     8  I     7  I     15
                        I  26.7  I  41.2  I   31.9
                       -I--------I--------I
                  5.00  I     9  I     1  I     10
                        I  30.0  I   5.9  I   21.3
                       -I--------I--------I
                  6.00  I     2  I     4  I      6
   TEACHER DOMINATE     I   6.7  I  23.5  I   12.8
                       -I--------I--------I
                COLUMN      30       17         47
                 TOTAL     63.8     36.2      100.0

 CHI SQUARE =     10.12146 WITH    5 DEGREES OF FREEDOM
```

VAR102 "How would you rate the socio-economic level of your students taken as a group?"

```
                    PROGNUM
           COUNT   I
           COL PCT I1 IN MY   2 IN MY     ROW
                   I MEMORY   MEMORY     TOTAL
                   I    5.00I    6.00I
VAR102     --------I--------I--------I
            1.00   I     0  I     5  I      5
  HIGH             I   0.0  I  55.6  I   20.0
                  -I--------I--------I
            2.00   I    10  I     3  I     13
  MIDDLE           I  62.5  I  33.3  I   52.0
                  -I--------I--------I
            3.00   I     6  I     1  I      7
  LOW              I  37.5  I  11.1  I   28.0
                  -I--------I--------I
          COLUMN        16        9        25
           TOTAL      64.0      36.0    100.0

CHI SQUARE =     11.26374 WITH   2 DEGREES OF FREEDOM
GAMMA =    -0.81481
```

VAR104 "Did your students understand the meaning of the program?"

```
                   PROGNUM
          COUNT   I
          COL PCT I1 IN MY   2 IN MY     ROW
                  I MEMORY   MEMORY     TOTAL
                  I    5.00I    6.00I
VAR104    --------I--------I--------I
           1.00   I     4  I     6  I     10
  CLEARLY UNDERSTD I  25.0  I  66.7  I   40.0
                 -I--------I--------I
           2.00   I    12  I     3  I     15
  SOMEWHT UNDERSTD I  75.0  I  33.3  I   60.0
                 -I--------I--------I
          COLUMN       16        9        25
           TOTAL     64.0      36.0    100.0

CORRECTED CHI SQUARE =       2.61140      WITH 1 DEGREE OF FREEDOM
GAMMA =    -0.71429
```

VAR107 "Were the students more involved in this discussion about the program than they usually are in other classroom discussions?"

```
                    PROGNUM
           COUNT   I
          COL PCT  I1 IN MY   2 IN MY      ROW
                   I MEMORY   MEMORY     TOTAL
                   I    5.00I    6.00I
VAR1C7     --------I--------I--------I
             1.00  I      1 I      2 I       3
  MUCHMORE INVOLVE I    6.3 I   22.2 I    12.0
                  -I--------I--------I
             2.00  I      4 I      3 I       7
  MORE    INVOLVED I   25.0 I   33.3 I    28.0
                  -I--------I--------I
             3.00  I      8 I      4 I      12
  SAME             I   50.0 I   44.4 I    48.0
                  -I--------I--------I
             4.00  I      3 I      0 I       3
  LESS    INVOLVED I   18.7 I    0.0 I    12.0
                  -I--------I--------I
           COLUMN        16        9        25
            TOTAL      64.0     36.0     100.0

CHI SQUARE =      3.09193 WITH   3 DEGREES OF FREEDOM
```

VAR110 "Did the program itself make it easier for you to discuss these feelings and emotions?"

```
                    PROGNUM
           COUNT   I
          COL PCT  I1 IN MY   2 IN MY      ROW
                   I MEMORY   MEMORY     TOTAL
                   I    5.00I    6.00I
VAR110     --------I--------I--------I
             1.00  I      5 I      1 I       6
  MUCH      EASIER I   31.3 I   11.1 I    24.0
                  -I--------I--------I
             2.00  I     10 I      8 I      18
  SOMEWHAT  EASIER I   62.5 I   88.9 I    72.0
                  -I--------I--------I
             4.00  I      1 I      0 I       1
  MUCHMORE DIFFICL I    6.3 I    0.0 I     4.0
                  -I--------I--------I
           COLUMN        16        9        25
            TOTAL      64.0     36.0     100.0

CHI SQUARE =      2.09298 WITH   2 DEGREES OF FREEDOM
```

VAR111 "Did you enjoy working with this film?"

```
                              PROGNUM
                   COUNT    I
                   COL PCT  I1 IN MY   2 IN MY     ROW
                            I MEMORY   MEMORY     TOTAL
                            I    5.00I    6.00I
VAR111             --------I--------I--------I
                     1.00  I     3  I     2  I       5
  VERY MUCH                I  18.7  I  22.2  I    20.0
                          -I--------I--------I
                     2.00  I    10  I     6  I      16
  ENJOYED                  I  62.5  I  66.7  I    64.0
                          -I--------I--------I
                     3.00  I     3  I     1  I       4
  DID NOT ENJOY            I  18.7  I  11.1  I    16.0
                          -I--------I--------I
                   COLUMN       16        9          25
                    TOTAL     64.0     36.0       100.0

CHI SQUARE =      0.26042 WITH   2 DEGREES OF FREEDOM
```

VAR112 "Would you like to work with more programs dealing with the topics of feelings and emotions?"

```
                    PROGNUM
         COUNT    I
         COL PCT  I1 IN MY   2 IN MY     ROW
                  I MEMORY   MEMORY     TCTAL
                  I    5.00I    6.00I
VAR112   --------I--------I--------I
           1.00  I    13  I     9  I      22
  YES            I  86.7  I 100.0  I    91.7
                -I--------I--------I
           2.00  I     2  I     0  I       2
  NO             I  13.3  I   0.0  I     8.3
                -I--------I--------I
         COLUMN       15        9          24
          TCTAL     62.5     37.5       100.0

CORRECTED CHI SQUARE =      0.14545      WITH 1 DEGREE OF FREEDOM
```

VAR113 "Was this discussion teacher-directed or student-directed?"

```
                     PROGNUM
            COUNT  I
          COL PCT  I1 IN MY  2 IN MY     ROW
                   I MEMORY   MEMORY    TOTAL
                   I     5.00I    6.00I
VAR113     --------I---------I--------I
             1.00  I      2  I     1  I      3
 ALL TEACH DIRECT  I   12.5  I  11.1  I   12.0
                  -I---------I--------I
             2.00  I     10  I     6  I     16
 MORE TEACH LESS   I   62.5  I  66.7  I   64.0
                  -I---------I--------I
             3.00  I      4  I     2  I      6
 MORE KID.LESS TE  I   25.0  I  22.2  I   24.0
                  -I---------I--------I
           COLUMN         16        9       25
            TOTAL       64.0     36.0    100.0

CHI SQUARE =      0.04340 WITH   2 DEGREES OF FREEDOM
```

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"

```
                     PROGNUM
            COUNT  I
          COL PCT  I1 IN MY  2 IN MY     ROW
                   I MEMORY   MEMORY    TOTAL
                   I     5.00I    6.00I
VAR114     --------I---------I--------I
             1.00  I      9  I     6  I     15
 VERY     HELPFUL  I   56.3  I  66.7  I   60.0
                  -I---------I--------I
             2.00  I      7  I     3  I     10
 HELPFUL           I   43.8  I  33.3  I   40.0
                  -I---------I--------I
           COLUMN         16        9       25
            TOTAL       64.0     36.0    100.0

CORRECTED CHI SQUARE =      0.00723     WITH 1 DEGREE OF FREEDOM
```

VAR119 "In your professional judgement, was this program with discussion a successful lesson?"

```
                   PROGNUM
          COUNT  I
        COL PCT  I1 IN MY   2 IN MY     ROW
                 I MEMORY    MEMORY    TOTAL
                 I     5.00I     6.00I
VAR119   --------I---------I---------I
           1.00  I      2  I      3  I      5
 VERY SUCCESSFUL I   15.4  I   33.3  I   22.7
                -I---------I---------I
           2.00  I     11  I      6  I     17
 SUCCESSFUL      I   84.6  I   66.7  I   77.3
                -I---------I---------I
         COLUMN        13          9       22
          TOTAL      59.1       40.9    100.0

CORRECTED CHI SQUARE =      0.22122     WITH 1 DEGREE OF FREEDOM
```

2. "Living With Love"

VAR001 "What was the class doing prior to the program?"

```
                        PROGNUM
              COUNT   I
              COL PCT I1 LIVING 2 LIVING   ROW
                      I W.LOVE   W.LOVE   TOTAL
                      I    7.00I    8.00I
VAR001       ---------I--------I--------I
               1.00   I    15  I    17  I    32
   CLASSWORK          I  50.0  I  42.5  I  45.7
                     -I--------I--------I
               2.00   I     7  I     2  I     9
   DISCUSSN           I  23.3  I   5.0  I  12.9
                     -I--------I--------I
               3.00   I     6  I     5  I    11
   RECESS             I  20.0  I  12.5  I  15.7
                     -I--------I--------I
               5.00   I     2  I     5  I     7
   FROM    HOME       I   6.7  I  12.5  I  10.0
                     -I--------I--------I
               6.00   I     0  I    11  I    11
   CLASS FORMALITY    I   0.0  I  27.5  I  15.7
                     -I--------I--------I
             COLUMN        30       40       70
              TOTAL      42.9     57.1    100.0

CHI SQUARE =     14.13939 WITH   4 DEGREES OF FREEDOM
```

VAR009 "Rate the teacher on the following aspects during the discussion." (Tense--Relaxed)

```
                        PROGNUM
              COUNT   I
              COL PCT I1 LIVING 2 LIVING   ROW
                      I W.LOVE   W.LOVE   TOTAL
                      I    7.00I    8.00I
VAR009       ---------I--------I--------I
               1.00   I     0  I     1  I     1
   VERY     TENSE     I   0.0  I   2.6  I   1.4
                     -I--------I--------I
               2.00   I     3  I     3  I     6
                      I  10.0  I   7.7  I   8.7
                     -I--------I--------I
               3.00   I     3  I     0  I     3
                      I  10.0  I   0.0  I   4.3
                     -I--------I--------I
               4.00   I     2  I     3  I     5
                      I   6.7  I   7.7  I   7.2
                     -I--------I--------I
               5.00   I    11  I    11  I    22
                      I  36.7  I  28.2  I  31.9
                     -I--------I--------I
               6.00   I    11  I    21  I    32
   VERY    RELAXED    I  36.7  I  53.8  I  46.4
                     -I--------I--------I
             COLUMN        30       39       69
              TOTAL      43.5     56.5    100.0

CHI SQUARE =      6.25755 WITH   5 DEGREES OF FREEDOM
```

VAR011 "Rate the teacher on the following aspects during the discussion." (Avoided subject of films--Engaged subject of films)

```
                        PROGNUM
              COUNT   I
              COL PCT I1 LIVING 2 LIVING    ROW
                      I W.LOVE   W.LOVE    TCTAL
                      I     7.00I     8.00I
VAR011        --------I--------I--------I
                 2.00 I      3 I      2 I      5
                      I   10.0 I    5.0 I    7.1
                     -I--------I--------I
                 3.00 I      6 I      5 I     11
                      I   20.0 I   12.5 I   15.7
                     -I--------I--------I
                 4.00 I      2 I      9 I     11
                      I    6.7 I   22.5 I   15.7
                     -I--------I--------I
                 5.00 I      8 I      9 I     17
                      I   26.7 I   22.5 I   24.3
                     -I--------I--------I
                 6.00 I     11 I     15 I     26
      ENGAGED SUBJECT I   36.7 I   37.5 I   37.1
                     -I--------I--------I
               COLUMN       30       40       70
                TOTAL     42.9     57.1    100.0

 CHI SQUARE =      4.07424 WITH   4 DEGREES OF FREEDOM
```

VAR012 "Rate the teacher on the following aspects during the discussion." (Students dominated discussion--Teacher dominated discussion)

```
                        PROGNUM
              COUNT   I
              COL PCT I1 LIVING 2 LIVING    ROW
                      I W.LOVE   W.LOVE    TOTAL
                      I     7.00I     8.00I
VAR012        --------I--------I--------I
                 1.00 I      5 I      3 I      8
     STUDENT DOMINATE I   16.7 I    7.5 I   11.4
                     -I--------I--------I
                 2.00 I      3 I      5 I      8
                      I   10.0 I   12.5 I   11.4
                     -I--------I--------I
                 3.00 I      3 I     13 I     16
                      I   10.0 I   32.5 I   22.9
                     -I--------I--------I
                 4.00 I      4 I      8 I     12
                      I   13.3 I   20.0 I   17.1
                     -I--------I--------I
                 5.00 I     12 I     10 I     22
                      I   40.0 I   25.0 I   31.4
                     -I--------I--------I
                 6.00 I      3 I      1 I      4
     TEACHER DOMINATE I   10.0 I    2.5 I    5.7
                     -I--------I--------I
               COLUMN       30       40       70
                TOTAL     42.9     57.1    100.0

CHI SQUARE =      8.51026 WITH   5 DEGREES OF FREEDOM
```

VAR102 "How would you rate the socio-economic level of your students taken as a group?"

```
                    PROGNUM
          COUNT   I
          COL PCT I1 LIVING 2 LIVING   ROW
                  I W.LOVE   W.LOVE   TOTAL
                  I    7.00I    8.00I
VAR102    --------I--------I--------I
             1.00 I     0  I    3  I      3
  HIGH            I   0.0  I  13.0 I    7.9
                 -I--------I--------I
             2.00 I    12  I   20  I     32
  MIDDLE          I  80.0  I  87.0 I   84.2
                 -I--------I--------I
             3.00 I     3  I    0  I      3
  LOW             I  20.0  I   0.0 I    7.9
                 -I--------I--------I
          COLUMN       15       23       38
           TOTAL     39.5     60.5    100.0

CHI SQUARE =     6.60870 WITH   2 DEGREES OF FREEDOM
```

VAR104 "Did your students understand the meaning of the program?"

```
                    PROGNUM
          COUNT   I
          COL PCT I1 LIVING 2 LIVING   ROW
                  I W.LOVE   W.LOVE   TOTAL
                  I    7.00I    8.00I
VAR104    --------I--------I--------I
             1.00 I    10  I     9 I     19
  CLEARLY UNDERSTD I  66.7  I  39.1 I   50.0
                 -I--------I--------I
             2.00 I     3  I    11 I     14
  SOMEWHT UNDERSTD I  20.0  I  47.8 I   36.8
                 -I--------I--------I
             3.00 I     2  I     3 I      5
  VAGUELY UNDERSTD I  13.3  I  13.0 I   13.2
                 -I--------I--------I
          COLUMN       15       23       38
           TOTAL     39.5     60.5    100.0

CHI SQUARE =     3.28547 WITH   2 DEGREES OF FREEDOM
```

VAR107 "Were the students more involved in this discussion about the program than they usually are in other classroom discussions?"

```
                    PROGNUM
           COUNT  I
          COL PCT I1 LIVING 2 LIVING    ROW
                  I W.LOVE   W.LOVE    TOTAL
                  I    7.00I    8.00I
VAR107   ---------I--------I--------I
            1.00  I     1  I     0  I      1
 MUCHMORE INVOLVE I   6.7  I   0.0  I    2.7
                 -I--------I--------I
            2.00  I     4  I     1  I      5
 MORE    INVOLVED I  26.7  I   4.5  I   13.5
                 -I--------I--------I
            3.00  I     9  I    14  I     23
 SAME             I  60.0  I  63.6  I   62.2
                 -I--------I--------I
            4.00  I     1  I     5  I      6
 LESS    INVOLVED I   6.7  I  22.7  I   16.2
                 -I--------I--------I
            5.00  I     0  I     2  I      2
 MUCHLESS INVOLVE I   0.0  I   9.1  I    5.4
                 -I--------I--------I
          COLUMN        15       22       37
           TOTAL      40.5     59.5    100.0

CHI SQUARE =      7.49766 WITH   4 DEGREES OF FREEDOM
GAMMA =     0.75385
```

VAR110 "Did the program itself make it easier for you to discuss these feelings and emotions?"

```
                    PROGNUM
           COUNT  I
          COL PCT I1 LIVING 2 LIVING    ROW
                  I W.LOVE   W.LOVE    TOTAL
                  I    7.00I    8.00I
VAR110   ---------I--------I--------I
            1.00  I     9  I     5  I     14
 MUCH     EASIER  I  60.0  I  26.3  I   41.2
                 -I--------I--------I
            2.00  I     6  I    11  I     17
 SOMEWHAT EASIER  I  40.0  I  57.9  I   50.0
                 -I--------I--------I
            3.00  I     0  I     2  I      2
 MORE    DIFFICLT I   0.0  I  10.5  I    5.9
                 -I--------I--------I
            4.00  I     0  I     1  I      1
 MUCHMORE DIFFICL I   0.0  I   5.3  I    2.9
                 -I--------I--------I
          COLUMN        15       19       34
           TOTAL      44.1     55.9    100.0

CHI SQUARE =      5.21504 WITH   3 DEGREES OF FREEDOM
```

VAR111 "Did you enjoy working with this film?"

```
                        PROGNUM
                COUNT  I
                COL PCT I1 LIVING 2 LIVING    RCW
                       I W.LOVE   h.LOVE    TOTAL
                       I     7.CCI    8.COI
VAR111          --------I--------I--------I
                  1.00 I      9  I     10  I     19
  VERY MUCH            I   60.0  I   45.5  I   51.4
                      -I--------I--------I
                  2.00 I      6  I      7  I     13
  ENJOYED              I   40.0  I   31.8  I   35.1
                      -I--------I--------I
                  3.00 I      0  I      5  I      5
  DID NOT ENJOY        I    0.0  I   22.7  I   13.5
                      -I--------I--------I
               COLUMN        15        22        37
                TOTAL      40.5      59.5     100.0

CHI SQUARF =       3.94649 WITH    2 DEGREES OF FREEDCM
```

VAR112 "Would you like to work with more program dealing with the topics of feelings and emotions?"

```
                        PROGNUM
               CCUNT   I
               COL PCT I1 LIVING 2 LIVING    ROW
                       I W.LUVE   h.LOVF    TOTAL
                       I    7.00I    8.00I
VAR112         --------I--------I--------I
                  1.00 I     15  I     20  I     35
  YES                  I  100.0  I   95.2  I   57.2
                      -I--------I--------I
                  2.00 I      0  I      1  I      1
  NO                   I    0.0  I    4.8  I    2.8
                      -I--------I--------I
               COLUMN        15        21        36
                TOTAL      41.7      58.3     10C.0

CCRRECTEC CHI SQUARE =         0.02939      WITH 1 DEGREE OF FREEDOM
GAMMA =        1.00000
```

VAR113 "Was this discussion teacher-directed or student-directed?"

```
                       PROGNUM
              COUNT  I
            COL PCT  I1 LIVING  2 LIVING    ROW
                     I W.LOVE    W.LOVE    TOTAL
                     I    7.00I    8.00I
VAR113      ---------I--------I--------I
               1.00  I     3  I     3  I      6
  ALL TEACH DIRECT   I  21.4  I  14.3  I   17.1
                    -I--------I--------I
               2.00  I     9  I    13  I     22
  MORE TEACH LESS    I  64.3  I  61.9  I   62.9
                    -I--------I--------I
               3.00  I     2  I     4  I      6
  MORE KID LESS TE   I  14.3  I  19.0  I   17.1
                    -I--------I--------I
               4.00  I     0  I     1  I      1
  ALL KID DIRECTED   I   0.0  I   4.8  I    2.9
                    -I--------I--------I
             COLUMN       14       21        35
              TOTAL     40.0     60.0     100.0

CHI SQUARE =      1.03535 WITH   3 DEGREES OF FREEDOM
```

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"

```
                       PROGNUM
              COUNT  I
            COL PCT  I1 LIVING  2 LIVING    ROW
                     I W.LOVE    W.LOVE    TOTAL
                     I    7.00I    8.00I
VAR114      ---------I--------I--------I
               1.00  I     8  I    16  I     24
  VERY      HELPFUL  I  53.3  I  72.7  I   64.9
                    -I--------I--------I
               2.00  I     7  I     5  I     12
  HELPFUL            I  46.7  I  22.7  I   32.4
                    -I--------I--------I
               3.00  I     0  I     1  I      1
  NOT       HELPFUL  I   0.0  I   4.5  I    2.7
                    -I--------I--------I
             COLUMN       15       22        37
              TOTAL     40.5     59.5     100.0

CHI SQUARE =      2.77500 WITH   2 DEGREES OF FREEDOM
```

VAR119 "In your professional judgement, was this program with discussion a successful lesson?"

```
                           PROGNUM
               COUNT   I
               COL PCT I1 LIVING 2 LIVING    ROW
                       I W.LOVE   W.LOVE    TOTAL
                       I     7.00I    8.00I
VAR119         --------I---------I--------I
                  1.00 I     3   I     8  I     11
   VERY SUCCESSFUL     I  20.0   I  36.4  I   29.7
                      -I---------I--------I
                  2.00 I    12   I    10  I     22
   SUCCESSFUL          I  80.0   I  45.5  I   59.5
                      -I---------I--------I
                  3.00 I     0   I     3  I      3
   UNSUCCESSFUL        I   0.0   I  13.6  I    8.1
                      -I---------I--------I
                  4.00 I     0   I     1  I      1
   VERY UNSUCCESSFU    I   0.0   I   4.5  I    2.7
                      -I---------I--------I
               COLUMN        15        22        37
                TOTAL      40.5      59.5     100.0

CHI SQUARE =      5.32066 WITH   3 DEGREES OF FREEDOM
```

3. "Must I, May I"

VAR001 "What was the class doing prior to the program?

```
                         PROGNUM
             COUNT  I
             COL PCT I2 MUST  I 1 MUST I    ROW
                     I MAY I    MAY I    TOTAL
                     I    0.00I    9.00I
VAR001       --------I--------I--------I
              1.00  I    20  I    16  I     36
  CLASSWORK         I  62.5  I  53.3  I   58.1
                   -I--------I--------I
              2.00  I    12  I     8  I     20
  DISCUSSN          I  37.5  I  26.7  I   32.3
                   -I--------I--------I
              3.00  I     0  I     5  I      5
  RECESS            I   0.0  I  16.7  I    8.1
                   -I--------I--------I
              4.00  I     0  I     1  I      1
  LUNCH             I   0.0  I   3.3  I    1.6
                   -I--------I--------I
             COLUMN       32       30        62
             .TOTAL      51.6     48.4     100.0

CHI SQUARE =      7.18741 WITH   3 DEGREES OF FREEDOM
```

VAR009 "Rate the teacher on the following aspects during the discussion." (Tense--Relaxed)

```
                         PROGNUM
             COUNT  I
             COL PCT I2 MUST  I 1 MUST I    ROW
                     I MAY I    MAY I    TCTAL
                     I    0.00I    9.00I
VAR0C9       --------I--------I--------I
              1.00  I     4  I     0  I      4
  VERY      TENSE   I  12.9  I   0.0  I    7.0
                   -I--------I--------I
              2.00  I     4  I     6  I     10
                    I  12.9  I  23.1  I   17.5
                   -I--------I--------I
              3.00  I     1  I     6  I      7
                    I   3.2  I  23.1  I   12.3
                   -I--------I--------I
              4.00  I     2  I     5  I      7
                    I   6.5  I  19.2  I   12.3
                   -I--------I--------I
              5.00  I     8  I     2  I     10
                    I  25.8  I   7.7  I   17.5
                   -I--------I--------I
              6.00  I    12  I     7  I     19
  VERY     RELAXED  I  38.7  I  26.9  I   33.3
                   -I--------I--------I
             COLUMN       31       26        57
             TOTAL       54.4     45.6     100.0

CHI SQUARE =     13.64084 WITH   5 DEGREES OF FREEDOM
```

VAR011 "Rate the teacher on the following aspects during the discussion." (Avoided subject of films--Engaged subject of films)

```
                            PROGNUM
               COUNT    I
              COL PCT   I2 MUST  I 1 MUST  I    ROW
                        I MAY I    MAY I        TOTAL
                        I    0.00I    9.00I
VAR011         ---------I--------I--------I
                1.00    I     1  I     2  I      3
  AVOIDED SUBJECT       I   3.3  I   7.7  I    5.4
                       -I--------I--------I
                2.00    I     1  I     4  I      5
                        I   3.3  I  15.4  I    8.9
                       -I--------I--------I
                3.00    I     2  I     1  I      3
                        I   6.7  I   3.8  I    5.4
                       -I--------I--------I
                4.00    I     4  I     7  I     11
                        I  13.3  I  26.9  I   19.6
                       -I--------I--------I
                5.00    I     2  I     2  I      4
                        I   6.7  I   7.7  I    7.1
                       -I--------I--------I
                6.00    I    20  I    10  I     30
  ENGAGED SUBJECT       I  66.7  I  38.5  I   53.6
                       -I--------I--------I
              COLUMN         30       26         56
               TOTAL       53.6     46.4      100.0

CHI SQUARE =      6.36494 WITH    5 DEGREES OF FREEDOM
```

VAR012 "Rate the teacher on the following aspects during the discussion." (Students dominated discussion--Teacher dominated discussion)

```
                            PROGNUM
               COUNT    I
              COL PCT   I2 MUST  I 1 MUST  I    ROW
                        I MAY I    MAY I        TOTAL
                        I    0.00I    9.00I
VAR012         ---------I--------I--------I
                1.00    I     2  I     2  I      4
  STUDENT DOMINATE      I   6.7  I   7.7  I    7.1
                       -I--------I--------I
                2.00    I     2  I     4  I      6
                        I   6.7  I  15.4  I   10.7
                       -I--------I--------I
                3.00    I     8  I     1  I      9
                        I  26.7  I   3.8  I   16.1
                       -I--------I--------I
                4.00    I    10  I     9  I     19
                        I  33.3  I  34.6  I   33.9
                       -I--------I--------I
                5.00    I     1  I     3  I      4
                        I   3.3  I  11.5  I    7.1
                       -I--------I--------I
                6.00    I     7  I     7  I     14
  TEACHER DOMINATE      I  23.3  I  26.9  I   25.0
                       -I--------I--------I
              COLUMN         30       26         56
               TOTAL       53.6     46.4      100.0

CHI SQUARE =      6.91330 WITH    5 DEGREES OF FREEDOM
```

VAR102 "How would you rate the socio-economic level of your students taken as a group?"

```
                           PROGNUM
                  COUNT   I
                  COL PCT I2 MUST  I 1 MUST I    ROW
                          I MAY I     MAY I     TCTAL
                          I    0.00I    9.00I
VAR1C2            --------I--------I--------I
                     1.00 I      0 I      1 I      1
  HIGH                    I    0.0 I    7.1 I    3.3
                         -I--------I--------I
                     2.00 I     16 I     12 I     28
  MIDDLE                  I  100.0 I   85.7 I   93.3
                         -I--------I--------I
                     3.00 I      0 I      1 I      1
  LOW                     I    0.0 I    7.1 I    3.3
                         -I--------I--------I
                  COLUMN        16       14       30
                   TOTAL      53.3     46.7    100.0

CHI SQUARE =     2.44898 WITH   2 DEGREES OF FREEDCM
```

VAR104 "Did your students understand the meaning of the program?"

```
                           PROGNUM
                  COUNT   I
                  COL PCT I2 MUST  I 1 MUST I    ROW
                          I MAY I     MAY I     TCTAL
                          I    0.00I    9.00I
VAR1C4            --------I--------I--------I
                     1.00 I      4 I      6 I     10
     CLEARLY UNDERSTD     I   25.0 I   50.0 I   35.7
                         -I--------I--------I
                     2.00 I     11 I      6 I     17
     SOMEWHT UNDERSTD     I   68.8 I   50.0 I   60.7
                         -I--------I--------I
                     3.00 I      1 I      0 I      1
     VAGUELY UNDERSTD     I    6.3 I    0.0 I    3.6
                         -I--------I--------I
                  COLUMN        16       12       28
                   TOTAL      57.1     42.9    100.0

CHI SQUARE =     2.34706 WITH   2 DEGREES OF FREEDCM
```

VAR107 "Were the students more involved in this discussion about the program than they usually are in other classroom discussions?"

```
                      PROGNUM
            COUNT   I
            COL PCT I2 MUST  I 1 MUST I    ROW
                    I MAY I     MAY I     TOTAL
                    I    0.00I    9.00I
VAR107     ---------I--------I--------I
            1.00    I     1  I     0  I     1
  MUCHMORE INVOLVE  I   6.3  I   0.0  I   3.6
                   -I--------I--------I
            2.00    I     6  I     3  I     9
  MORE     INVOLVED I  37.5  I  25.0  I  32.1
                   -I--------I--------I
            3.00    I     6  I     9  I    15
  SAME              I  37.5  I  75.0  I  53.6
                   -I--------I--------I
            4.00    I     3  I     0  I     3
  LESS     INVOLVED I  18.7  I   0.0  I  10.7
                   -I--------I--------I
            COLUMN        16       12       28
            TOTAL       57.1     42.9    100.0

CHI SQUARE =      5.13333 WITH   3 DEGREES OF FREEDOM
```

VAR110 "Did the program itself make it easier for you to discuss these feelings and emotions?"

```
                      PROGNUM
            COUNT   I
            COL PCT I2 MUST  I 1 MUST I    ROW
                    I MAY I     MAY I     TOTAL
                    I    0.00I    9.00I
VAR110     ---------I--------I--------I
            1.00    I     1  I     7  I     8
  MUCH     EASIER   I   6.7  I  58.3  I  29.6
                   -I--------I--------I
            2.00    I    14  I     4  I    18
  SOMEWHAT EASIER   I  93.3  I  33.3  I  66.7
                   -I--------I--------I
            3.00    I     0  I     1  I     1
  MORE     DIFFICLT I   0.0  I   8.3  I   3.7
                   -I--------I--------I
            COLUMN        15       12       27
            TOTAL       55.6     44.4    100.0

CHI SQUARE =     10.85625 WITH   2 DEGREES OF FREEDOM
```

VAR111 "Did you enjoy working with this film?"

```
                      PROGNUM
              COUNT  I
             COL PCT I2 MUST  I 1 MUST I    ROW
                     I MAY I    MAY I      TOTAL
                     I   0.00I     9.00I
VAR111       --------I--------I---------I
               1.00  I    7   I    8    I    15
  VERY MUCH          I  43.8  I  61.5   I   51.7
                    -I--------I---------I
               2.00  I    9   I    5    I    14
  ENJOYED            I  56.3  I  38.5   I   48.3
                    -I--------I---------I
             COLUMN      16        13         29
              TOTAL     55.2      44.8      100.0

CORRECTED CHI SQUARE =      0.33611      WITH 1 DEGREE OF FREEDOM
```

VAR112 "Would you like to work with more programs dealing with the topics of feelings and emotions?"

```
                      PROGNUM
              COUNT  I
             COL PCT I2 MUST  I 1 MUST I    ROW
                     I MAY I    MAY I      TOTAL
                     I   0.00I     9.00I
VAR112       --------I--------I---------I
               1.00  I   16   I   11    I    27
  YES                I 100.0  I  84.6   I   93.1
                    -I--------I---------I
               2.00  I    0   I    2    I     2
  NO                 I   0.0  I  15.4   I    6.9
                    -I--------I---------I
             COLUMN      16        13         29
              TOTAL     55.2      44.8      100.0

CORRECTED CHI SQUARE =      0.79071      WITH 1 DEGREE OF FREEDOM
GAMMA =     1.00000
```

VAR113 "Was this discussion teacher-directed or student-directed?"

```
                          PROGNUM
              COUNT     I
              COL PCT   I2 MUST  I 1 MUST  I    ROW
                        I MAY I     MAY I      TOTAL
                        I    0.00I     9.00I
VAR113        ----------I--------I---------I
                 1.00   I     6  I     2   I      8
      ALL TEACH DIRECT  I  37.5  I  16.7   I   28.6
                       -I--------I---------I
                 2.00   I     8  I     7   I     15
      MORE TEACH LESS   I  50.0  I  58.3   I   53.6
                       -I--------I---------I
                 3.00   I     2  I     2   I      4
      MORE KID LESS TE  I  12.5  I  16.7   I   14.3
                       -I--------I---------I
                 4.00   I     0  I     1   I      1
      ALL KID DIRECTED  I   0.0  I   8.3   I    3.6
                       -I--------I---------I
              COLUMN         16       12         28
              TOTAL        57.1     42.9      100.0

CHI SQUARE =      2.54722 WITH   3 DEGREES OF FREEDOM
```

VAR114 "Is learning about and discussing feelings and emotions helpful to students?"

```
                          PROGNUM
              COUNT     I
              COL PCT   I2 MUST  I 1 MUST  I    ROW
                        I MAY I     MAY I      TOTAL
                        I    0.00I     9.00I
VAR114        ----------I--------I---------I
                 1.00   I     9  I     9   I     18
   VERY      HELPFUL    I  56.3  I  75.0   I   64.3
                       -I--------I---------I
                 2.00   I     7  I     3   I     10
  HELPFUL               I  43.8  I  25.0   I   35.7
                       -I--------I---------I
              COLUMN         16       12         28
              TOTAL        57.1     42.9      100.0

CORRECTED CHI SQUARE =      0.39213      WITH 1 DEGREE OF FREEDOM
```

VAR119 "In your professional judgement, was this program with discussion a successful lesson?"

```
                    PROGNUM
          COUNT   I
          COL PCT I2 MUST  I 1 MUST  I   ROW
                  I MAY I     MAY I     TOTAL
                  I     0.00I     9.00I
VAR119    --------I--------I--------I
           1.00   I    3   I    7   I    10
  VERY SUCCESSFUL I  18.7  I  58.3  I   35.7
                 -I--------I--------I
           2.00   I   11   I    5   I    16
  SUCCESSFUL      I  68.8  I  41.7  I   57.1
                 -I--------I--------I
           3.00   I    2   I    0   I     2
  UNSUCCESSFUL    I  12.5  I   0.0  I    7.1
                 -I--------I--------I
          COLUMN       16        12        28
           TOTAL     57.1      42.9     100.0

CHI SQUARE =      5.38854 WITH   2 DEGREES OF FREEDOM
GAMMA =    -0.74138
```